

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	College of Social Science
	<p>The outcome of annual monitoring across the five schools was reported to College with all undergraduate units and courses within the College subject to a review process. Short Courses has been included with the College this session for reporting purposes. This report has been informed by the <i>abridged</i> School AMRs provided by the Quality Officers responsible for undergraduate provision across all the schools that comprise the College:</p> <ul style="list-style-type: none"> • Adam Smith Business School: Alexander Kovalenkov • School of Education: Dr Julie Harvie • School of Interdisciplinary Studies: Dr Alexander Whitelaw • School of Law: Sarah Elliston • School Social & Political Sciences UG Studies: Dr Craig Smith • <i>Short Courses</i>: Dr Janice Ross <p>Dr Robert Doherty, College Quality Officer.</p>

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?

Adam Smith Business School

Accounting and Finance

Course organisation and delivery in general, use of student groups and subject group team meetings. Student engagement on forums and staff interaction. The use of assessed presentations and student discussants together with reflective journals. Students' attainment remained comparable to previous years and feedback was generally positive.

Economics

The redesigning of courses to adjust for remote teaching, delivering all ILOs asynchronously and providing low- stake assessment. The use of group discussions in online break out rooms allowed students to work in groups, present and provide peer feedback. Course assessment was redesigned to reduce high stake assessments incorporating a variety of approaches.

Students' attainment remained equivalent or improved in comparison to previous years and feedback was generally positive. Very good feedback was received from external examiners regarding the work of administration and teaching staff regarding marking and feedback. Student voice through SSLC meetings operated effectively. NSS overall student satisfaction of 85.5% was one of the highest in the Business School. The subject of Economics has climbed from the 4th place to the 2nd place in the Russell Group and in external benchmarking, overall satisfaction reached place 17.

Management

The transition to online achieved the standard across the school. Study buddies and nesting mechanisms worked very well in several courses. Students appreciated using MCQ as exercise and as a formative assessment. Reading guides and course level study plans were appreciated by students.

School of Education

The themes below are the most common reported by units of learning:

- Course content and structure— a good balance between academic, professional and practical experiences provided for students.
- High levels of student recruitment and retention.
- Flexibility and Adaptability of staff – staff were efficient and cooperative in adapting courses to ensure a quality provision for students due to Covid restrictions.
- Assessment - varied forms of assessment are used and detailed feedback for students provided.
- Quality of teaching staff – staff recognised for the passion and knowledge they have about their subjects.
- Positive Student Feedback – Feedback from students in terms of overall satisfaction.

Also noted are: Academic Support, Pastoral Support, Organisation of resources, Study Trips, Partnership Working Quality of student's work and Student attendance rates.

School of Interdisciplinary Studies

There is evidence of high-quality teaching, the demands of working online having being successfully addressed. The provision of high-quality teaching materials and supporting resources on Moodle; the use of interactive technologies; successful seminar work within Zoom; access to and support from course convenors; and a focus on student wellbeing across the School.

Formal student evaluation of courses at all levels across programmes was very positive. These were broadly in keeping with (and on occasions exceeding) those from previous years.

Similarly, student attainment at both course and final degree classification level were mostly similar and again in some cases better than previous years. There was no evidence of any COVID related detrimental effects on

attainment. Many students appreciated the flexibility that came with online learning.

On occasions in semester 1, some courses were able to provide sessions for students wishing to be on campus. Some courses were able to maintain external guest lecture input and a variety of field-courses were successfully adapted and delivered online.

School of Law

Student satisfaction with the quality of teaching remained high and was reflected in both Staff Student Liaison Committees and in feedback on individual courses. Courses were praised for being intellectually stimulating and well run, and access to online materials was effective. Students appreciated staff availability over the teaching period, including Q&A sessions, office hours, or ad-hoc responses to enquiries.

Additional meetings with the SRC, other student representatives and with the Glasgow University Law Society was effective. Attention was given to student carers and their additional needs which were successfully addressed.

Students appear to have been engaged and to have appreciated the efforts made by staff, both academic and MPA, to cope with the difficulties and uncertainties over this session.

The overall Grade profiles, particularly where examinations were subject to the 24 hour online format, remain generally higher than in previous years under the standard format. The grades awarded were supported by Externals and Exam Boards were praised for the way in which the examining process was conducted.

School Social & Political Sciences UG Studies

Strong supportive feedback from students and external examiners. The collegial manner in which staff and students dealt with the challenges posed to teaching and assessment was heartening. The reorganisation of internal structures and committees. The appointment of a Deputy Head of School with responsibility for Learning and Teaching and the streamlining of procedures for L&T matters should create a more effective system.

Central and East European Studies

Student performance did not vary significantly from previous years and feedback has been largely positive.

Economic and Social History

The incorporation of more low-stakes assessment, providing more opportunities for feedback. External examiners praised the 'excellent' variety of assessment, which allowed students to develop transferable skills. Students were positive and appreciative of the efforts made by staff to transition material to online and for offering additional 'drop-in' sessions and live overviews and Q&As. Students also commended the supportive nature of staff.

Politics

Student satisfaction with the pre-honours curriculum remained high. Despite increasing in size from 14 to 20 students, tutorials ran reasonably well online.

Some live virtual events across all courses (Q&A session or live lectures) were quite popular, even if they weren't always well attended. The quality of teaching on Honours courses continues to be highly regarded by students, along with the wide range of courses available at Honours in the Politics pathway. External examiners were impressed by the quality of online assessments and praised the quality of programme and course design, noting consistency and, "helpful information on adjustments and expectations for online learning."

Social and Public Policy

Students commented favourably on the online lectures, the opportunity to gain an exemption from the exam at Level 1 and 2, and the assessment and feedback literacy aspects of the course. On-line teaching and weekly live question and answer sessions were broadly welcomed. Site visits were replaced by an on-line version using Street View. Honours students found the variety and innovative format of assessments engaging and helpful to developing graduate attributes.

Sociology

Overall, the move to online learning was successful. At pre-honours, extensive planning and effort went into

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delivering online teaching to extra-large cohorts. Student evaluation was extremely positive. Exam submission went much better than anticipated, with a higher number of students than in previous sessions. Students expressed appreciation for the encouragement to engage with sociological research, and to individual GTAs and Tutors for the way in which they encouraged participation. There was a positive response to the guide to social Research Methods provision.

Honours students have felt very supported by staff during this difficult year, and our admin staff won a prize for their support to students. Student performance has been strong: the overall degree results are comparable to previous years, and we have managed to keep track and support Honours students who have been struggling. For a small but not insignificant group of students, online learning has been positive. Recorded lectures are the clear, though not exclusive, preference for students. Temporary course changes have worked well along with the streamlined process for approval.

Short Courses

Subject development/portfolio of courses: The new 5-week courses generally recruited well, and students were positive about their learning experience.

There were high levels of student satisfaction including aspects such as course structure and quality; intellectual stimulation; provision of learning materials; and assessment and feedback [Access courses; short courses].

Access students were positive about the high-quality learning resources. The majority of students reported that courses had been effective in helping them prepare for undergraduate study. There were high levels of positive feedback concerning tutors, including their enthusiasm, expertise, supportiveness, and for being engaging. Access students expressed mixed opinions regarding online teaching and learning. The online nature of the course was seen as fostering accessibility, and as integral to students' ability to study (work-study balance, childcare or other commitments). In some courses, students reported positively on the use of Zoom break-out rooms.

For short courses, a significant majority of students are generally very satisfied with the online learning environment, including live delivery, the use of Moodle, and the provision of online learning resources. Positive comments included: convenience; being able to review materials; being able to consolidate learning at their own pace; and online assessment. Overall, most students enjoyed discursive methods of learning online. Two new non- credit short courses recruited very well. Effective use of Moodle, including well-structured sites have helped guide students throughout their courses [Access courses]

External Examiners commented on well-structured and high-quality courses that meet the needs of students [Short courses] and the attractive range of Languages courses and course levels [Short courses]. Some unique subjects are being taught (for example, in Classics & Egyptology). For Access courses, Externals confirmed the success of the significant changes to assessment across the courses in 2020-21 (a shift away from high-stakes, end-of-course formal examinations, to a greater variety of assessment tasks throughout the course). Examiners highlighted good alignment between assessment tasks and course intended learning outcomes [Access courses]. Examiners offered positive comments on the introduction of moderation proformas which have provided greater rigour and transparency to the marking process, feedback was also commended [Access courses; short courses].

What needs work?

Adam Smith Business School

Accounting and Finance

Low stake assessment in most cases was perceived by students as extra assessment and this was not popular. Students felt stressed and overworked.

Economics

- Number of assessments
- Communication between Administration and teaching staff
- Timing and work of Administration
- Assessment information
- Teaching assistant opportunities

- Improving overall student satisfaction
- Access to assessment grades/feedback and number of assessments for external examiner

Management

- More information for course work in some courses
- Clearer feedback is needed in some courses, using marking criteria to help with this
- Making sure of appropriate formative assessment where there is high stake assessment
- Avoiding over assessment
- More emphasis on ILOs at the course level

Politics

Online tutorials did result in fewer opportunities for staff-student and student-student engagement. The popularity of pre-recorded content was variable across students

School of Education

Online Enhancement – Online provision to be improved by:

- exploring new digital resources,
- developing blended learning approaches, increasing live online sessions, increase screen breaks
- during sessions, reduce the amount of online tasks
- restrict the use of breakout rooms

Plagiarism – provide greater clarity to students on how to avoid plagiarism. (MEduc)

Feedback – Improve the timeliness of student feedback. (BTechEd) Continue to work towards parity in feedback, make stronger connections in the feedback with the Intended Learning Outcomes and utilise Turnitin functions to embed feedback. (MEduc)

Course Review – review courses to prepare for reaccreditation process. This will involve mapping university requirements with those of the professional body to ensure an excellent student experience.

(BACD) Student Collaboration – utilise digital resources to enhance student collaboration. (BACP) Use of live online sessions to increase collaborative engagement with students. (MEduc)

Develop Partnerships – increase partnership working with bodies such as the Regional Collaboratives and school partners to ensure student placements take place. (MEduc)

Utilise Skills of New Staff – ensure that the skills of new staff are fully utilised to enhance courses. (CREDL)

School of Interdisciplinary Studies

- Many students expressed a desire for more face-to-face teaching.
- Some aspects of the online provision were seen as problematic: there was evidence of some drop-off in interest across courses as semesters progressed; there was a view that sometimes learning became 'passive' in the on-line context; sometimes there was a lack of precision of expectations from course convenors; similarly, sometimes there was a lack of clarity about the relationship between online inputs and follow up seminar work; there were some problems in navigating complex Moodle sites; online contact time was sometimes seen as being insufficient in some courses; and various zoom issues was expressed – low levels of 'whole group' engagement, breakout rooms having low levels of student participation, lectures being too long; seminars running out of time/not covering all the set objectives.
- There were indications that the volume of online work was sometimes excessive - overly long online inputs, too many tasks in these online inputs, and too many reading expectations.
- Similarly, there was some criticism on some courses that the 'high stakes' assessment process led to multiple assessment elements and excessive assessment workloads.
- There was disappointment that some field-based courses were not available and wider career-based initiatives suspended.
- When field-based courses were delivered online, doing associated practical work, particularly when in groups, was challenging.
- It was recognised that some students continued to take up additional working hours during the pandemic and/or faced some personal difficulties and struggled to manage their workloads. The worry was that students will see university sessions as unnecessary activity when online sessions can be made available.

School of Law

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- Temporary changes to assessment were not flagged up in advance leading to bunching of submission dates. Assessment and Feedback Calendar to be finalised at the start of the semester.
- Evasys completion by students remains poorer than in previous years, pre-pandemic. The use of additional methods of feedback to inform course convenors has been encouraged. Student contact with course convenors to address issues of concern was common, more courses have increased student class representatives.
- A common theme across responses was the perceived low level of participation in certain tutorials. Courses which used pre-assigned group work activities, and breakout functions, came off positively compared to those which did not, but even then, there were some concerns about the level of preparation.
- Consistency of online lecture format and appropriateness of length of online videos was a matter of comment by students. Students much preferred a single format of lectures within a course (pre-recorded powerpoint lectures were not favoured) and raised some concerns that they were being 'over lectured.'
- Moodle design in terms of structure, presentation and consistent referencing of materials was also raised as issues to consider. Additional supporting material was appreciated, but there was concern over how much additional work this involved for staff and students.
- There has been an increase in cases referred for suspected plagiarism and collusion. This seems to be a consequence of the online 24 hour examinations; the use of this format requires further evaluation, along with additional measures to detect such academic misconduct.
- Owing to unanticipated leave of absence, the course 'Law of Tort' at Level 1, as an emergency measure, required to source pre-recorded lectures and related materials from a member of staff at another university. Student feedback viewed these resources negatively in terms of quality, which raises issues of how best to cover unanticipated absences.

School Social & Political Sciences UG Studies

- Central and East European Studies: We need to focus more on assessment and feedback and we are reviewing this with the School L&T committee. This means not only looking at deadlines but at the types of assessment offered.
- Economic and Social History: Exam feedback was raised in the ESH Periodic Subject Review, and by student reps in the SSLC meeting. The subject continues to decolonise and diversify the curriculum. This is being done by revising the pre-Honours courses and making new appointments in areas under-represented.
- Politics: Our external examiners have asked us to provide more of a paper trail for some of our more innovative assessment formats such as Aropä peer-review, while noting that they had no real concerns about the quality of the work submitted for these assessments. Externals also raised some questions about whether our format of online exams is appropriate, particularly with regards to the length of time between question release and exam submission (2 weeks + 24 hour submission window) and how we seek to distinguish between essays and exams. This has been raised at the School Learning and Teaching committee and we have agreed to reduce the time window for online exams and adopt word limits that are appropriate for different assessment weightings. As evident from our latest NSS results, and in the context of the shift to online learning throughout the academic year, the exceptionally high and rapidly increasing number of students on the Politics and International Relations programmes is taking a toll on the student experience.
- The key areas where we have received poorer feedback than in previous years are in the Learning Community category, but also in Assessment and Feedback and Academic Support. We already had some issues in these areas before the pandemic and the increase in student numbers, but this year we have really struggled to build a sense of student community and to consistently meet the KPI on the timely return of feedback on assessments. While efforts to reduce (or at least prevent further growth in) student numbers are essential, there is also clearly a need for us to develop alternative strategies for developing a greater sense of a student community and improving the timeliness of our feedback.
- Social and Public Policy: Level 1A: more online readings to be made available. Level 2A: more opportunities for student interaction. Level 1B: There were some concerns about the length of lecture material when viewed online and overlaps between classes (for students with joint degrees or degrees not in SPP). Honours: A small number of students repeatedly made requests about "re-marking" their

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assessments, given difficult circumstances of the pandemic. Such misconception of the procedure was concerning, and the School ought to make a greater effort next year to communicate and clarify the procedures for good cause and the appeal process.

- Sociology: pre-honours: At the start of the 2020-21 session, we took the decision to organise Level 1 seminars in larger on-line groups. Feedback from GTAs and Tutors suggests that classes of this size were difficult to manage, some students did not engage very actively with the work of the class. A perennial challenge at Level 1 has been encouraging and supporting students to read widely and for themselves and with the transition from the school education system to self-directed learning in HE. The online context inhibited the space for peer and social learning and how we address this in the coming year will be a priority.
- At honours students raised a number of issues consistently: digital exclusion and access to the necessary devices for online teaching; issues around appropriate study space and the direct impact of mental health and wellbeing and ability to fully engage; and finally, a preference for greater variety in assessments. The top two issues students said would improve their online learning access were an appropriate space to study (43% said this would improve things 'a lot') and high-quality internet (46% selected the 'a lot' option).

Short Courses

- Subject development/portfolio of courses: Student feedback is divided about asynchronous courses; some students really appreciate having recorded material that they can access at their own pace, while others miss the interaction with other students and with the tutor live [Short courses]
- Student learning experience: Course Information Document: We need to ensure that each Access course has a Course Information Document (CID) that is accurate, sets student expectations and helps students learn and prepare for assessment. In some courses, students have highlighted the excessive content being covered. Some courses may need redesign to allow time for student engagement [Short courses].
- Online delivery of courses: Some additional tutor training is needed to support online teaching and the reinforcement of Moodle minimum requirements in a small number of cases [Short Courses]. Access students expressed mixed opinions regarding online teaching and learning. For some students, the online experience was seen as having negative aspects (Access courses; short courses). Some student comments regarding the loss of face- to- face classroom interaction, slightly offset by the discursive methods used online [Short Courses].
- Academic support for learning: Learning through student peer interaction and group work: Some Access students expressed difficulties with peer-interaction. Some students reported that the use of Zoom break- out rooms did not work effectively due to a lack of active student engagement. Learning through practical activities: Some Access students have requested additional time be spent on practical elements/demonstrations. [Access courses].
- Formative assessment and preparing students for assessment: A significant number of students (mainly Access students) have requested greater emphasis on preparing for assessment and/or suggested that additional formative assessment would be useful. We also need to ensure that students receive a formative assessment task, as described in the course specification [Access and short courses].
- Assessment design: Marking criteria could be made clearer in advance [Short Courses]. Two External Examiners commented that some courses still need to articulate the alignment between the assessment criteria and ILOs [Short courses]. Academic challenge: Examiners noted that the spread of grades was greater in some subjects. Examiners have advised that grade distributions within and between courses should be monitored to ensure consistency in academic challenge across provision [Access courses]. Variety in assessment tasks: One Access External Examiner has cautioned against the lack of variety of assessment in Mathematics and some inconsistencies in the volume and quality of assessment feedback across courses, including relating feedback to assessment criteria [Short Courses].
- Helping Access students feel more engaged with the wider University community: We need to continue to address ways in which Access students can be helped to feel engaged with other parts of the University [Access courses].
- EvaSys returns and student feedback: There remains a low student response rate for a number of courses [Access courses; short courses]. The timing of EvaSys questionnaires, need to be reconsidered. There is a variable and low rate of tutor response to student feedback across Access courses.

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- Not-for-credit courses: The use of OneDrive for non-credit bearing courses posed problems for some students [Art & Art History]

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

Adam Smith Business School

Accounting and Finance

Academic staff felt let down by the level of support from professional services. Training for staff on on-line/blended learning was felt to be inadequate.

The WLM did not adequately provide for the extra work carried out by staff.

In summary, most academic staff found the year challenging to say the least and for many it was extremely stressful. Staff either didn't take holidays or were continuing to answer e-mails/attend meetings/carry out marking during their annual leave.

Economics

The move to online/blended learning approach compounded inequalities faced by our students.

Academic and professional service staff are overwhelmed, and their wellbeing has deteriorated. In addition, some academic staff had to teach in the Summer Semester, eliminating their chances of proper annual leave for another year.

Advice and guidance about the online/blended framework and exam format came out late, including constant changes and inconsistent and inadequate advice created frustration among academic staff and students.

There was a reduction of support from professional services staff and their expertise. As a result, academics and the L&T team had to perform admin tasks.

Online examination substantially increased misconduct cases. Students and academic staff expressed serious concerns about the exam integrity without an invigilation process.

Management

Working closely with GIC to prepare students better for entry to level 2.

School of Education

Challenges for Students – the online environment has presented challenges for students (especially those from disadvantaged background) such as - a lack of space to work, lack of IT equipment, connectivity issues and caring responsibilities. (BACD) Increases in student mental health issues have been noted as a result. (BACD) The student experience has also been adversely impacted in terms of preventing practical placements and reducing confidence levels in some. (MEduc)

Challenges for Staff – the increase of mental health issues in students has had an impact on workload and wellbeing of staff trying to support them. (BACD) There have also been challenges for staff in terms of having appropriate equipment and space to work online. (MEduc)

Communication – communication around changes to practice should be made speedily and implications for staff should be communicated clearly. (MEduc)

Support for Students– increased online support for students is needed, especially in relation to Covid issues. (MEduc)

Support for Staff – staff will require support to return to campus and online teaching. Timescales should be reflective of the time needed for staff to acquire the necessary technical skills they require. (MEduc)

GTAs – clearer guidance required around the role of GTAs. (MEduc)

Extra Staffing Welcomed – the recruitment of a new member of staff as a result of last year's request has been welcomed. (BACP)

School Placements – ensure school placements take place. (MEduc)

School of Interdisciplinary Studies

There is a need in courses with an inherent practical component (skill development) to move back to face-to-face. The move from face to face to online teaching placed additional workload demands on academic staff.

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More time is needed for such tasks in workload models, in relation to, example for: the creative and collaborative planning and moderation of learning, teaching and assessment; and increasing administrative support for all aspects of course management and operation.

School of Law

Tutorial Participation: Tutor development to best ensure student participation in tutorials.

Quality Procedures: An overhaul of the procedures for generating and recording information and reporting on quality matters is needed.

Further consideration of how to improve Evasys completion rates may be needed.

School Social & Political Sciences UG Studies

Politics: Work is required to find ways of ensuring that any programme growth is sustainable and to improve our ability to accurately forecast student numbers in a timely manner (at least 18 months in advance, but preferably 36 months).

Social and Public Policy: It is hoped that courses which include off-site visits will be able to run as normal next session. Our pre-honours courses benefit from a range of contributions from different colleagues and external presenters, this resourcing is very welcome. It is important to maintain these benefits to student experience on return to face-to-face teaching.

Sociology: Students felt a little overwhelmed by the amount of information and by the number of systems that they had to get to grips with. Clarity about the structure and organisation of teaching, and about expectations for students, are important. Supporting extra-large cohorts continues to result in a significant increase in the workloads of teaching staff and all administrative staff.

Resourcing responses to this increase in student numbers feels like fire-fighting rather than a more sustainable approach to the recruitment of permanent staff and a cap on student numbers to make workload planning manageable.

Short Courses

Modes of delivery for the future: We should consider both online and face-to-face delivery of courses.

Lack of Moodle for non-credit courses: Using OneDrive to share materials was appreciated by students [non-credit-bearing short courses].

Lack of social interaction for students: Getting a license for Padlet, which offers a platform-neutral chat facility could help.

The move of Staff-Student Liaison Committee to online, has been proven to be very effective, with high and sustained levels of student engagement [Access courses; short courses].

College

Adam Smith Business School

Accounting and Finance

Comments below at University level, also apply to College.

Economics

Resources should be invested to improve examination integrity to continue providing credible degrees.

We are all very concerned about the large and increasing number of UG students in the ASBS. This can have adverse effects on students experience and have severe implications for the NSS results, especially in assessment and feedback which has become difficult to manage.

More resources should be provided to offer effective and timely support for students facing mental and physical health issues.

More resources should be provided to support students coming from low-income background since the shift to online learning has worsened educational inequality.

More resources should be provided to assist employees to return to the workplace and employees working from home.

Management

Revising the student recruitment policy to further limit enrolments, allowing for a better quality of teaching and learning. Seek to have a better balance of GIC and Non-GIC enrolment.

School of Interdisciplinary Studies

In the shift to blended learning, there is a view that there is a college/university level role in supporting teaching staff in providing the required software and training in the IT skills required.

School of Law

Workload concerns and expectations: These need to be addressed, particularly for those with caring responsibilities.

School Social & Political Sciences UG Studies

ESH: Concerns over high levels of PGT admissions which are not reflected accurately to staff in forecasting. This has a detrimental effect on staff well-being because of the high workloads and uncertainty around what is required until the last minute with the potential to damage student experience.

Politics: Over-recruitment at the undergraduate and postgraduate level and a lack of forward planning in consultation with the School and Subject is having a negative impact on the student experience. This level of growth is unsustainable and will require a major expansion of our Honours provision to accommodate this number of students.

Social and Public Policy: Take home exams need to be considered as part of an overall assessment strategy.

Sociology: there is a time-lag in the appointment of new teaching and administrative staff, such that by the time new staff are appointed to address an unsustainable situation, the student number ‘targets’ have been raised, so that we effectively remain in the same unsustainable situation.

University

Adam Smith Business School

Accounting and Finance

The ASBS fully embraced the move to online learning and followed university guidelines. However, other areas of the university seemed to be following previous learning methods and structures but doing so on-line rather than in person. 1- or 2-hour lectures were given on-line rather than all material being made available asynchronously.

Students were more familiar with this method and preferred it, making those who properly followed the guidelines look bad. There were accusations of laziness, when, in fact, students and parents didn’t appreciate the work that had gone on ‘behind the scenes.’

The move away from timed, invigilated exams is likely to cause AccFin to lose their accreditations from professional bodies. This will have a huge impact on student recruitment and student satisfaction.

Our first year intake increased by around 70% in 2020/21 and has increased again in 2021/22. These numbers are becoming unmanageable with the current staffing levels and academic recruitment in our subject area is problematic. Furthermore, the large numbers impact on the student experience. We have a reputation as a small (in relative terms), friendly programme – which is one of our main selling features and what drives NSS results.

Students do not want to enter a faceless factory – which is what we are becoming. In terms of student welfare, we have traditionally provided Advisers of Study from within the subject, which greatly enhances the student experience, but it is becoming increasingly difficult to find suitable members of staff for the role. We pride ourselves on high levels of graduate employment, but this will become more difficult with around double the numbers of students, again impacting on our reputation.

Economics

We are all very concerned about students and staff wellbeing which were never more important than now, given the heavier workload as well as the private constraints, e.g. care responsibilities, fear about health and job security etc. We are very concerned about meeting students’ expectations in terms of on-campus experience since most courses in Economics are well above 50. In addition, some academic staff would still feel insecure with on campus teaching amid COVID, calling for a comprehensive guidance on what should be done under such

circumstances. We are all very concerned about the large and increasing number of UG students in the ASBS. This can have adverse effects on students experience and have severe implications for the NSS results, especially in assessment and feedback which has become difficult to manage.

Management

Revising the recruitment policy, to limit the enrolments further, allowing for a better quality of teaching and learning. Also, to have a better balance of GIC and Non-GIC enrolment

School of Education

Student Support – the significant levels of support provided to students and staff from Financial Aid, Disabilities and the CRISIS Team should be noted. (BACD)

Timetabling Challenges – the blended approach to come courses where students will be on campus for some classes and online for others is a timetable challenge. (MEduc)

Communication – If returning to campus in the second semester, ample notice and communication is needed. The speed and clarity around implications could be improved. (MEduc)

School of Interdisciplinary Studies

There was some questioning around the pedagogical purpose of examinations when conducted exclusively online in 'open-book' format. There were also some concerns among staff about the increased potential for student misconduct in online examinations.

There is a need to have a clearer definition of what constitutes a 'High Stakes Assessment'. On some courses, the move away from such assessments has resulted in an increased number of summative assessments, and correspondingly higher stress levels for students (as reported through the School Staff-Student Liaison Committee) and increased marking workload for teaching staff. Please see University (below) as the same issues arise.

There is a view that the pandemic has highlighted that a significant amount of development work/innovation will be required in moving forward and this needs to be reflected in workload models.

School of Law

Workload concerns and expectations: These need to be addressed, particularly for those with caring responsibilities.

School Social & Political Sciences UG Studies

ESH: Plagiarism procedures. Where students have been reported to Student Conduct in the Senate for plagiarism, the process has taken several months to get to interview. It is a focus of concern in the subject among affected students and staff how long the formal plagiarism process takes.

Politics: Over-recruitment at the undergraduate and postgraduate level and a lack of forward planning in consultation with the School and Subject is having a negative impact on the student experience. This level of growth is unsustainable and will require a major expansion of our Honours provision to accommodate this number of students. Due to the impact this will have on staff workloads and therefore our ability to respond effectively the issues raised by our NSS results, it is likely that the student experience will be negatively affected for the next few years. We would also ask that due consideration is given to preventing any further growth in either our undergraduate or postgraduate programmes for the next four-year years, while the surge in undergraduate numbers over the past two years of (2020/21 and 2021/22) works its way through the four-year degree.

Social and Public Policy: Some staff commented that if we want to have effective on-line teaching (especially for group discussions or tutorials) in the future, we may need to insist that students to turn on their cameras and make sure they are listening.

Sociology: Addressing and supporting the ongoing digital inequalities facing students. Increased reporting of racism as experienced by Chinese students specifically in the pandemic context. Increased reporting of poor to at-risk mental health and the demands (of time but also significant emotional work) placed on all staff to support students the absence of appropriate mental health resources. For example, the kinds of events to

support staff on dealing with the secondary stress of supporting students with serious MH issues should be repeated through the academic year and widely advertised among i.e. level convenors and admin staff. Relatedly, the 'fitness to study' process where students with MH issues can be asked to suspend their studies should be reviewed, our experience is that it tends not to be recommended by Disability Services and the Advising team because it ultimately makes things worse for students there must be something seriously wrong with this. Improving understandings of the disability services: what it does, how it supports students and staff in ensuring a student is supported appropriately.

Short Courses

Additional spaces to deliver courses over Zoom from campus are needed. The University should consider longer term investing in platforms more specifically designed for teaching delivery that have enhanced features for learning (for example, Adobe Connect).

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?

Adam Smith Business School

Accounting and Finance

The online nature of teaching allowed for a broader range of guest speakers, because travel was not an issue. It also seemed to improve the process for dissertation meetings between student and supervisor. Weekly question and answer sessions were introduced across the board in semester 2 and students valued these. For numerical areas, students valued short videos of the academic working through a problem.

Economics

Additional material to improve students learning and extended office hours were offered by staff. Students especially welcomed non-assessed group projects, quizzes, practical examples, and exercises linked to course videos/slides.

Management

Students appreciated video lectures and live sessions.

School of Education

Online Enhancement – ways to enhance the online experience for students will continue to be reviewed and developed, e.g. live presentations of group work, mixing synchronous and asynchronous sessions, online seminars during school placements. (BACP) (MEduc) (CREDL) (MARPE)

Staff Effort – staff have worked hard to develop innovative resources and develop courses in the face of switching to online practices. (MEduc) (BTechEd) (MARPE)

Assessment – course assessments have been developed to enhance constructive alignment. (BACD) Portfolio assessments linking school experience with academic work. (MEduc)

Blended Learning – blended learning approaches to be continued and developed to enhance the student experience. (BACP) (MEduc)

Student Support – a range of support for students to be continued including, online question and answer sessions, virtual drop-in sessions. (BACP) (MEduc)

Extended Deadlines – extended deadlines for assignments were successful in supporting students to complete course work successfully. (MEduc)

External Examiner Relations – positive relationships with external examiners have enhanced course development. (MEduc)

Publishing – course leader to work with some students with an aim to publishing. (MARPE)

School of Interdisciplinary Studies

In course evaluation feedback (particularly in semester 2), there was minimal criticism of online delivery; most students would appear to want some form of blended learning in the future. It was striking to see how

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supportive students were of continuing some online lectures (either pre-recorded or live online) in providing flexibility and a more active form of learning.

Many course convenors will continue to deploy some form of the 'flipped' teaching approach developed this year and continue to adopt a more active and participative study-based approach with initial inputs being offered online and face to face follow up time dedicated to subsequent discussion of this content. This is considered an effective educational approach.

Students also commented on enhanced structure and organisation of course Moodle sites compared with previous years.

On some courses, there was a pandemic-related move away from traditional exams and in-class tests towards forms of more meaningful assessment such as policy briefs, planning and evaluation tasks, and persuasion dialogue analysis.

It is anticipated that colleagues will wish to retain and/or enhance some of the above-mentioned temporary assessment changes in the future design of courses, owing to the favourable experience of piloting them. In this respect, the temporary course change procedures offered a useful opportunity to test novel or creative approaches to assessment and teaching.

Some colleagues have been innovative in the technology they have used for teaching and assessment and would like to continue using them; these practices should also be widely shared and included in the future.

School Social & Political Sciences UG Studies

CEES: Online marking went smoothly and interactive aspects such as quizzes and video clips added to the learning experiences as did chat room and online regular interactive 'cafes' -essentially live chats.

ESH: The courses which introduced lower stakes assessment are proceeding with this format, due to the positive feedback from students and external examiners. The subject area as a whole has been working on decolonising the curriculum and embedding primary source work and transferable skills in a variety of contexts, which will

continue. For example, a notable innovation in Level 1A was a 'virtual classroom' in the archives, which allowed a large number of students to examine primary documents online and workshop these in small groups. This would be hard to do in physical space. Colleagues were also able to invite external speakers from overseas to speak to their students online, again an opportunity afforded by the use of virtual space, which we seek to build upon in the subject area.

Politics: Many courses introduced temporary changes as part of the shift to online teaching and learning. This often involved the integration of more continuous (and lower-stakes) forms of assessment to increase the opportunities for students to receive formative and summative feedback on their learning. While the amount of change varied between courses, many of the changes were innovative and resulted in more authentic assessments that were better aligned to the substantive learning aims of courses. We hope that this willingness to experiment and adapt practices will carry forward into future years and result in further improvements to our assessment practices. One assessment change that we would like to single out is the greater use of the Aropā peer-review system as form of ongoing assessment which also provided for asynchronous learning and helped to encourage peer learning within courses. This was adopted in several courses and seemed to work very well – receiving both positive student feedback and praise from external examiners. In the next academic year, some other courses plan to adopt this assessment while most courses that adopted it last year plan to continue to use the system.

Social and Public Policy: Staff felt that the shift to on-line working generally worked well, particularly with the need for additional support identified at key points of study. For example, across the programme staff included additional on-line discussion sessions to allow students to think critically about key issues. The Reflective Learning Log as part of summative assessment in the Honours course 'Education for Citizenship' continues to be well received by students. In this assessment, students briefly describe their learning activities before, during, and after classes every week, and then write a reflective piece on how they have learned from these activities and how these will influence their approach to learning in the future. Some honours courses, such as Big Data, Youth Policy, and Quantitative Methods, introduced a participation grade (n.b. based only attendance and evidence of participation in problem-based learning/tutorial activities, but not assessing the "performance" of a student to ensure inclusive practice) in the temporary course change. This was welcomed by the students in the

course feedback and by the External Examiner, saying it was a fair way to incentivise participation in online tutorial sessions.

Sociology: Course changes have challenged us to think even more creatively around learning, teaching and assessment. We managed to deliver successfully a UG programme that largely met the needs of students and produced results consistent with previous years and this has been evidenced in the positive student feedback and external examiner reports. For Level 1, the most marked change in this regard – aside from the change in the delivery of teaching, – was the shift from a 2 question, unseen exam (constituting 50% of the overall course mark), to a 1 question, seen exam delivered and marked online (and constituting 1/3rd of the overall course mark). On the one hand, the answers provided by students tended to be better organised, often showed wider evidence of reading, and were (pragmatically) very much easier and quicker to mark. On the other hand, answers were sometimes generic, over-reliant on lecture materials or other sources, and we had a number of plagiarism cases. Those cases were, in one sense, the tip of a larger iceberg: despite efforts (both by the School and locally) to give clear guidance about this, many students were clearly unsure about the expectations regarding referencing for online exams, and about what was, or was not, an appropriate use of sources for an assessment delivered in this way. The shift to a one-question exam also meant that we found that a number of students ended up not engaging to any significant degree with the final taught sections of the 1A courses, because the new assessment structure no longer required them to do so. After discussion we decided that, on balance, the arguments were in favour of retaining the current assessment structure for the coming session and we will review thereafter; lecturers noted the importance, here, of very precise and tightly worded exam questions, given the stringent word limit that students are dealing with, so this is something to which we will pay close attention this session.

Short Courses

Effectiveness and convenience of online learning, particularly for students who live far from the University; related to this, there has been better student attendance and retention [Short courses].

Online delivery was embraced positively by many students, commenting that they were surprised at how well it worked and that they would welcome its retention in the future [Short courses]

Students have retained a strong sense of rapport with their tutors, and appreciate their online learning methods and styles [Short courses]

Online learning is offering many students a more effective method of learning in terms of balancing synchronous 'live' interactive seminars with independent learning and the ability to review asynchronous materials and recordings on the VLE at their own pace [Short courses]

There has been an effective combination of live classes, recordings of live sessions and materials in Moodle, including better and more extensive use of Moodle features. There are potential opportunities to consider how we can enhance capturing classes delivered face-to-face in the future (such as access to Echo360 for instance) [Short courses]

In the case of non-credit bearing courses, students have also generally reacted positively to transition to Zoom learning [Short courses]

The shift to more varied assessment methods (rather than just essays) has been effective in helping students demonstrate their knowledge [Short courses] – was the shift from a 2 question, unseen exam (constituting 50% of the overall course mark), to a 1 question, seen exam delivered and marked online (and constituting 1/3rd of the overall course mark). On the one hand, the answers provided by students tended to be better organised, often showed wider evidence of reading, and were (pragmatically) very much easier and quicker to mark. On the other hand, answers were sometimes generic, over-reliant on lecture materials or other sources, and we had a number of plagiarism cases. Those cases were, in one sense, the tip of a larger iceberg: despite efforts (both by the School and locally) to give clear guidance about this, many students were clearly unsure about the expectations regarding referencing for online exams, and about what was, or was not, an appropriate use of sources for an assessment delivered in this way. The shift to a one-question exam also meant that we found that a number of students ended up not engaging to any significant degree with the final taught sections of the 1A courses, because the new assessment structure no longer required them to do so. After discussion we decided that, on balance, the arguments were in favour of retaining the current assessment structure for the coming session and we will review

thereafter; lecturers noted the importance, here, of very precise and tightly worded exam questions, given the stringent word limit that students are dealing with, so this is something to which we will pay close attention this session.

What needs work?

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Accounting and Finance: Student engagement in live sessions was not good, with a general reluctance to speak out in the live sessions and to turn on cameras (where appropriate). Students were generally good at using the chat function, but frequently private messaged staff, rather than share their insights with all learners.

Economics: Student engagement in synchronous sessions

Management: More live/recorded online sessions in some of the courses were this is much less than others.

School of Education

- Assessment - the number of assessments have been reduced. (BACP) Opportunities for low stake assessments and various assessment modes will continue to be sought. (MEduc)
- Face to Face Sessions – adaptations will continue to be made to facilitate on campus, face to face sessions. (MEduc) (BTechEd)
- Staff Support – More support to be given to staff in utilising technology to further enhance online experiences to ensure meaningful engagement and support collaboration amongst students. GTA support required. (MEduc)
- Staff Wellbeing - the wellbeing of staff will continue to be monitored closely. (MEduc)
- Holidays – look for ways to ensure staff are able to take holidays. This can be difficult due to marking commitments. (MEduc)
- Student Activities – ensure tasks are suitably challenging for students. (MARPE)
- Programme Redesign – programme to be redesigned for reaccreditation purposes. (BACD)

School of Interdisciplinary Studies

The year has clearly been very challenging for staff and students.

There is need to undertake a programme level review of online provision to consider how we can embed positive and useful aspects of this into our teaching going forward.

There were concerns about the level of student-student interaction being generally not as high as previous years. The importance of the social benefits of face-to-face small group teaching was recognised and this will need to be facilitated going forward.

There is therefore a need to make sure that student expectations of face to face contact for small seminar/tutorial groups is fulfilled whenever possible.

The university will need to provide colleagues with clear general guidance and also a degree of flexibility to match particular needs and circumstances.

Staff and students will need ongoing training on e.g. tools available on Moodle, video editing, and other interactive tools that could be used in these emerging circumstances.

Gaps in student academic and practice development as a consequence of the pandemic will have an ongoing impact on programmes for several years. Programmes will need to be aware of this issue going forward and supportive actions will need to be put in place to address these deficits.

As above, some students highlighted that the number of assessments introduced to remove the examination and to respond to a directive encouraging low-stakes meaningful assessment shifted the balance of their energies away from learning and too much towards meeting assessment expectations.

Moving forward, programmes could map out and monitor levels of assessment to ensure appropriate levels of challenge for students and manageable workloads for the team. To this end, programmes within SIS are already starting to use the LEADS 'Curriculum Mapping and Assessment Blueprinting' resource.

School of Law

No comment on this question.

School Social & Political Sciences UG Studies

CEES: More technical support and training for staff. Not everyone had the technical ability to use the technology available. There was a great deal online but some of this was copious and time consuming. For the future staff have requested short focused dedicated training workshops on specific themes. If it's too broad or lasts 2 hours or so then there a sort of online fatigue sets in.

ESH: A point of information, rather than anything else: student feedback suggests that any more than three pieces of low- stakes assessment is too much. One course had four, which has been amended via the course approval process.

Politics: While there were many positive aspects to these changes in assessment, there were also some difficulties. One was that it increased marking pressures (due to the increase in the number and frequency of assessments, in the context of overall student number growth at all levels) which had an impact on our NSS results as noted above. Notwithstanding the need to restrict student numbers in the coming years, there is also a need for new thinking about how to improve the student experience.

Social and Public Policy: The balance of synchronous and asynchronous approaches was raised by some students in feedback. It will be important to have clearer guidance on this for the next session. The teaching team are also keen to review the overall balance of assessment across the programme to ensure that the degree reflects the varied learning processes and being inclusive for all students.

Sociology: Teaching success during the pandemic has been largely associated with the effective use of online teaching. As we gradually move out of the pandemic and of emergency mode, we need to have a conversation about 'the new normal' some colleagues continue to be anxious about the move to online becoming permanent and that this would be driven by economic 'cost-cutting' considerations rather than pedagogical ones or considerations about the wellbeing of students and staff. It is important to take stock of lessons learned, but online is not the magic 'solution' and there should be a constructive dialogue with staff and students about 'the new normal'. Resourcing the pre-honours teaching team is a pressing issue, specifically around the delivery of our Pre-honours courses GTA recruitment is becomes an increasingly complex process. We need to think more creatively about how to recruit GTAs. Student numbers: unchecked growth in student numbers raises issues for all staff (academic and administrative) and whilst this AMR focuses on UG, the unchecked growth in PGT numbers cannot be disaggregated from broader workload impacts. Staff at subject level need to be able to set student/recruitment caps in order to maintain the university's excellent reputation for L&T. We need continued support in understanding how to build sustainable communities of online learners, including support with building online fora. Disability and accessibility: there needs to be more work around understanding the nature of different kinds of disabilities and learning adjustments students with disabilities require. The pandemic brought some of these into sharp relief, but it also highlighted the complexities for students. Relatedly, we need a better understanding of the kinds of supports disability services offer to students. We have seen marked increase in plagiarism cases. Relatedly, putting together plagiarism cases is a hugely time-consuming endeavour and we encourage discussion on reviewing the process for collecting and presenting evidence.

Short Courses

Better signposting of course structure and content, through the roll-out of an updated template for the Course Information Document [Short courses]

A reduction in the amount of content covered in live Zoom sessions compared to in-person [Short courses]

To address, if possible, some students' preference for face-to-face classes [Access courses, short courses]

Better signposting for students on how to use Zoom, how to troubleshoot/improve connectivity and call quality issues over Zoom [Short courses]

Work on encouraging interaction among students, and between students and tutors, online, including training and guidance for tutors on how to run effective discursive activities online [Access courses; short courses]

Additional matters

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

Adam Smith Business School

This is the first time that Business School attempted to collect the information for Annual Monitoring Report within our Assurance for Learning process. Overall, it can be regarded as a rather successful effort as it minimised the number of meetings but allowed to place annual monitoring within a broader context of proposed developments of the programmes.

School of Interdisciplinary Studies

Dependent on the status of the pandemic in September, students and staff ideally want a return to some form of face-to-face teaching.

Many of the distanced/online adaptations that have been put in place are seen by both staff and students as very positive: from a staff perspective, enhanced quality of educational experiences; from students, the flexibility it offers in *when* they study and the improved *engagement* with materials outside a traditional 'lecture' situation. Both groups appear to want to develop these experiences further.

Whilst the immediate drive might be to move back to face-to-face teaching, the need to keep open the possibility of other modes of student engagement is clear and more broadly, a balanced approach to any 'recovery' period where an appropriate balance between 'direct' and more 'distanced' learning is achieved.

School Social & Political Sciences UG Studies

At the Quality Officers forum there was a discussion on merging UG and PG SAMS reporting. SPS would strongly support this.

Short Courses

- The development of cross-disciplinary courses in (Classical Studies & History of Art)
- There is a case for retaining some non-credit courses, on the basis that there is student demand for courses primarily focused on learning, but without assessment [Short courses]

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)

School of Interdisciplinary Studies

Course Code	Full course name
DUMF3018	Teachers and Teaching
DUMF5018	Tourism and Regional Development
DUMF5009	Heritage Interpretation and Development
DUMF3076	History, Literature and Philosophy: 19 th Century
DUMF2010	Issues in Contemporary Society
DUMF2066	Global Challenges at the End of Life
DUMF2070	Human Impacts on the Environment
DUMF1043	Earth System Science
DUMF1064	Philosophy 1
DUMF 2068	Modern Languages: Policy and Pedagogy
DUMF1007	Introduction to Environmental Science
DUMF1016	School Experience 1
DUMF1045	Literature 1
DUMF2062	Individuals & Society in Literature & Film
DUMF1069	Contemporary Health Challenges
DUMF3013	Mathematics: Theory and Pedagogy 3
DUMF 2038P	Scotland and the World: Emigration, Slavery and Emancipation, and Exploration

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DUMF 5060	Environmental Ethics & Behaviour Change
DUMF 1070	Communication, Influence & Leadership

School of Education

BACD

Introduction to formal and informal learning	EDUC1089
Introduction to Community Development	EDUC1056
Engagement Strategies for Community Development	EDUC1064
Introduction to Social Theories	EDUC1065
Power and Empowerment	EDUC2095
Challenge, Change and Action	EDUC2078
Study Trip: Local and Global Contexts	EDUC2098
Popular Education: Theory and Practice	EDUC2077
Space, Place and Communities	EDUC3049
Introduction to Research	EDUC3081
Social Justice and Contemporary Issues	EDUC3080
Applied Research Methods	EDUC4086
Research Project - Dissertation	EDUC4087
CD Responses to Adversity	EDUC 4094

BTechEd

Technology Option T4 (EDUC4071)

Short Courses

See spreadsheet: Short Courses temporary course changes AY 2020-21 COVID-19

School Social & Political Sciences UG Studies

See spreadsheet: UG Temporary Assessment Changes

No temporary course changes report available from:

School of Law

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