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

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

College	Arts

Reflection
What is working well?
The following strands emerged throughout the College:

Quality of PGT provision, as evidenced by first-rate feedback from students and external examiners; the latter, where detailed, was notably excellent. There was a rich range of positive comment across all programmes, broadly reflecting the following:

- **Pedagogy**: quality of research-led and practice-led teaching, which is key and 'enables the recruitment of strong numbers of high-quality students', as well as to 'make significant contributions in areas of strategic priority such as internationalisation and KE activities'; standards of teaching and delivery by leading experts in their respective fields; innovation in teaching and formats.
- **Programme and Course Content**: range and diversity of options available in programmes; content of syllabi; intellectual rigour and diversity of programmes, including their interdisciplinarity, the latter within courses, between subjects in programmes and across the College, with students electing options outwith their School and Masters programmes; range of teaching formats and size of classes; coherence across courses on programmes.
- **Assessment and Feedback**: variety and diversity of assessment; innovation in assessment; local processes, e.g. PG assessment handbooks; standards of assessment; quality and detail of feedback on formative and summative assessment.
- **Student Standards and Cohort Constitution**: high quality of student work and ambition of scope of student work; ambition of research topics for dissertation.
- **Preparation of Students for PGR**: disciplinary training as detailed above; skills training provided 'in-house', through research training courses, and in concert with LEADS staff for written and oral assessments.
- In many programmes, it was noted that **recruitment to Masters and retention to PhD was high** as a result of this excellence, and a notable trend was in programmes across the College registering an **increase in recruitment** this year.

Specific aspects of quality of provision include:

- **Visiting speakers from industry and engagement with industry** (Creative Industries and Cultural Policy [CCPR]; Film and Television Studies [FTV]).
- **Collaboration with external partners and vocational opportunities** (Theatre Studies).
- **Participation of PGT students** in School and Subject **Research Seminars.**
- **Practitioner-led sessions** involving e.g., professional playwrights, dramaturges and authors (Theatre Studies and Creative Writing [CW]); **collaborative teaching with curators, academics and practitioners** in a number of institutions, such as Glasgow Museums, the V&A, National Museums Scotland, etc. (MLitt Dress and Textile Histories).
- **Tutors as practitioner**s (e.g. in MSc Sound Design and Audiovisual Practice, where tutors are also artist/performers; and CW, where they are writers).
- **Access to studios, labs, and equipment** (and concomitant need to maintain and improve such facilities), e.g. in Music and in the very high quality state-of-the-art technical resources for teaching Phonetics and Sociolinguistics in the Glasgow University Laboratory of Phonetics (GULP).

- **Balance of academic learning and professional practice/work placements** (School of Culture and Creative Arts [SCCA] [e.g. History of Art [HistArt], MPhil Textile Conservation; MLitt Dress and Textile Histories; MLitt Technical Art History; MLitt The Renaissance in Northern Europe and Italy; Theatre Studies; Music); School of Critical Studies [SCS], CW).
- **High student satisfaction** (across College, examples such as 100% in CW and FTV, the latter particularly noteworthy given that this is the first year of a restructured programme).
- **Strength of PGT community** across programmes (English Literature [Eng Lit]; Theatre Studies).
- **Strong student performance** and in several recorded instances exceptional cohort performance, reflective of teaching.
- **Cross-University Collaboration**, e.g. with Imaging Spectroscopy and Analysis Centre [ISAAC]; University Archives and Special Collections, and Hunterian Museum and Art Gallery (SCCA and SCS; School of Humanities [SoH], Information Management and Preservation and Museum Studies; MEd in Children's Literature (with Eng Lit, Fantasy MLitt).
- **Record of employment** of PG graduates in MPhil Textile Conservation.
- **Online learning**: Webinars as opportunities for discussion and assignment preparation/peer feedback (Teaching English for Academic Purposes Online [TEAP] – School of Modern Languages and Cultures [SMLC]).
- **Study trips** to external institutions; museums; collections, etc., generating strong coursework and dissertation work (across all Schools).
- **Extracurricular activities**, e.g. the Film Club, field trip to Sharmanka Kinetic Theatre, Reading Party at the Dram! Bar, the visiting speaker series (Eng Lit, Fantasy MLitt).
- **Joint evening class** with the MEd Children's Literature on Harry Potter, organised by Evelyn Arizpe, Maureen Farrell and Rob Maslen, which involved presentations from PhD students from SCS and SE and for which they were joined by a visiting speaker from the University of Cambridge (Eng Lit, Fantasy MLitt).
- **Academic-level events**, such as **Research Symposia** (MLitt Art: Politics: Transgression: Twentieth-Century Avant Gardes) and **PG Dissertation Symposia and Conferences** (Eng Lit; Translation Studies).
- **The GIFCON 2017 conference** organised by UofG students from the Schools of Critical Studies, Engineering and Education and funded by the College of Arts, was a great success. SCS would like to make it free for PGs in future.
- **Social media activity** for cohort development, community-building, promotion and retention.
- **Joint creative-critical practice** in dissertation (Eng Lit).
- **Practice of combining Honours/PG students**: both Celtic Studies and Philosophy comment positively on the practice of combining Honours students and PG students in teaching groups. For example, in the Philosophy MLitt (conversion), PG students attend lectures alongside Honours students, and this is popular with students.
- **Creative Conversations series** (CW) continues to engage a wider university and public audience, and benefits promotion and recruitment.
- **Graduate Attributes**: new elements introduced in one of the core courses in Celtic Studies, in line with graduate attributes, focusing on employability – session with a careers staff member, and a session with the National Library of Scotland's Gaelic Wikipedian, with very positive student feedback.

What needs work?	What action is being taken forward?
SCCA	
Lack of diversity within the student body and lack of intermixing of students within the cohort (CCPR).	Communication with students and discussion with Admissions to promote diversity in student recruitment.
Moving to Online Submissions of Assessment has not been effective across all courses (FTV).	Staff requires training in setting up electronic submission through Moodle.
Feedback could be more prompt (66% student satisfaction rate) (FTV).	Three-week turnaround period will be emphasised and an expected return date will be published.
Provide Students with Sample essay questions (FTV).	Video essay guidance and sample questions will be produced for the 2017/18 cycle.
Provide Staff with marking criteria (FTV).	Video essay guidance and sample questions will be produced for the 2017/18 cycle.

Increased student numbers in 'Research Methods' and 'Debating Dramaturgy 2' warrants a review of how these core courses are delivered (Theatre).	A series of PGT review meetings are scheduled to address this point and develop a strategy.
Setting of smaller homework tasks (Music).	Courses have a series of smaller homework tasks.
Courses to cover an entire semester (Music)	Redesigned to cover a full semester.
Aging equipment in Audio Lab and Studios hinder students' ability to work up to high standards with up-to-date software (Music).	See below, under 'Matters for College/University'.
Monitor student and staff workloads (HistArt).	A review is scheduled.
Better timing of study trips (HistArt).	Timing of study trips is difficult as it depends on so many external factors, but advance notice of the schedule is given at the beginning of term.
Some overlap in requirements for assignments with Core Course (Research Methods) (HistArt).	Core Course (Research Methods) is under review.
Recruitment needs to be improved for certain programmes (HistArt).	A general History of Art MLitt programme with specific pathways has been approved and will be offered 2017-18; better advertisement of interdisciplinary courses across College; conversations with Rio are being initiated.
Better integration of conservation science with practical work (Textile Conservation).	Experimental planning projects will be better incorporated into one of more existing sessions; students will be asked to discuss their practical projects in their first year 'Principles & Practices' course.
Better technical facilities (this was highlighted in previous AMR reports) (Technical Art History).	Case for funding of equipment and scientific analysis will be made. The Hunterian and Colleges CAPEX bid for technical examination equipment is being developed and supported. A business cases for 0.2 FTE teaching support and 0.2 FTE research and new programme support and analytical chemist/material scientist are being re-presented (failed on first submission). Awaiting support from line manager.
Non-native speakers struggle with written assignments even when taking advantage of UG support (HistArt).	Suitable assessments for students with language difficulties are being investigated.
SCS	
Technology and support for Distance Learning in Creative Writing: after an unsuccessful trial of Skype for Business, Creative Writing are using an inadequate version of WebEx.	LTC to bring this to the attention of John Maguire (Arts Administration E-Learning and Innovation Officer) and LEADS and to explore options and alternate learning communication technologies (such as Big Blue Button).
An integrated and resourced admin system around Moodle, My Campus, room bookings, assessment etc. (all School).	All PGT convenors in the School have written a joint letter to Head of School and Head of School Admin and await the results of the current admin review.

Inadequate stock of fantasy-related material, as identified in PTES (Fantasy MLitt).	The convenor and the new LKAS Fellow are working with College Librarian and others to improve holdings.
In PTES a high proportion of students felt that assessment was returned late, and that the comments on assessment were not always as helpful as they might have been. Some of the dissatisfaction related to optional courses outwith the control of the School of Critical Studies (Fantasy MLitt).	The programme convenor has given up role as PG Convenor to concentrate on the MLitt, which has already produced prompt return of presentation feedback. Dissatisfaction concerning the timing of return of grades was due to absence through illness of the PG Administrator, which meant expectations of the dates for essay return were not managed. Coverage for the PG Administrator in the event of absence has now been put in place, and students are being kept informed of dates for essay return. Markers are being encouraged to share best practice in terms of feedback, and are monitoring each other's essay grades and comments.
Per PTES, assessment and feedback scores can be strengthened (Modernities).	Management of student expectations of what constitutes 'prompt', namely return of work within 15 days.
PTES responses (Eng Lit) - it is essential that we obtain coherent and significant evaluation responses in relation to our teaching, assessment and feedback practices.	Programme convenors will work closely with teaching staff and the school administrator to ensure that evaluation proceeds smoothly and to maximise the completion of the evaluation process for each course during 2017-18 and for the programmes as a whole.
English Language [Eng Lang] MSc notes numbers on this course were low in 2016-17 (three students), but a comprehensive reform of PGT teaching is currently underway and a new curriculum will be in place by acedemic year 2018-19.	The reformed PGT curriculum will offer a much broader range of course options, providing more choice for students, with the aim of increasing student numbers. The new curriculum has been approved, but was a 'going forward issue' at the end of 2016-17 so will be reported on in the AMR for 2017-18.
The 3-week feedback deadline for assessed work is challenging when staff have other work commitments (e.g. large amounts of undergraduate marking, new courses, supervision of submitting PGR students, research deadlines, etc.). This strict deadline also places particular demands on staff who do not have the full 15 days due to being part-time, needing to take annual leave for caring responsibilities (e.g. school half-term), etc. (see also below, under 'Matters for University') (Eng Lang MSc)	In the MSc English Language and English Linguistics Examination Board for 2016-17 (October 2017), it was discussed how to balance the amount of written feedback provided on assessed work with the demands of the 3-week turn-around period. Staff will consider this year whether the very extensive written feedback on assessed work (on cover sheets and sometimes also in very detailed annotated form on the work) could be provided in both written and oral form, to avoid the need for so many detailed comments. This may be particularly relevant for the long dissertation abstract where supervisors are working closely with students on a one-to-one basis anyway and where prompt oral feedback may make a difference to how students proceed with their dissertation.
Per PTES, assessment feedback promptness scores can be strengthened (School).	School L&T Convenor is preparing a School plan which will address assessment and feedback.
SoH	

In the School of Humanities there was one feature of learning and teaching experience that was reported by several subject areas as needing further work: both History and Philosophy report that there have been issues concerning the availability of PGT course content for prospective students.	History colleagues are to be asked for PGT teaching plans for the coming session no later than the start of semester 2 of the preceding academic session. The Philosophy PGT Convenor is working with the Head of Subject to restructure the MSc in a manner that should resolve the problem.
American Studies has an ongoing problem with student recruitment onto the programme.	Improvement in marketing – open day presence, new flyers, social media.
Interdisciplinarity of the American Studies programme causes issues with administration and workload, e.g., with some teaching contribution not appearing in workload tallies, students sometimes unsure who to send good cause, extension claims to.	Commitment to a more joined-up approach to administration and interdisciplinarity at the heart of the programme.
American Studies would like to see more staff teach on the programme than currently is the case and more commitment to the programme from the relevant Heads of Subject.	Ongoing.
Dissertation performance weaker than previous years, which may be connected to a lack of timeliness in deciding on topics (Celtic Studies [CS]).	Greater formalisation of the process by which dissertation topics are decided upon, e.g., a deadline for submitted dissertation abstract to be submitted to a staff panel.
Unexpected staff illness and leave caused significant and regrettable delays in return of one element of course work for core course (CS).	In future cases of staff illness, where expertise is specific, students will be provided with a provisional mark from the second marker prior to the return of the absent staff member.
External examiner commented on the need to keep reading lists up to date and to include more work by female researchers in History.	Colleagues have been alerted about the issues with reading lists.
Need to better integrate the programmes into the work of the subject area as a whole, e.g., buy increasing contribution of staff members to dissertation sessions (Information Management/Museum Studies [IM/MS]).	There will be a revised dissertation timetable in place for 2017-18.
Programmes should be better integrated with one another. There are commonalities and student feedback suggests that closer integration would be useful (IM/MS).	There will be a join dissertation programme and other joint sessions in place for 2017-18.
SMLC	
More Option courses needed to widen choice for students (Comparative Literature [Comp Lit]).	The PGT programme is being reviewed as part of an overall review of Comparative Literature.
Managing workload and submission deadlines for students (TEAP).	Signalling of core and additional tasks in moodle book and building in 3 assignment prep weeks.
Facilitating 'off-course' interactions e. g. own groups	This was introduced during the course but should be

(TEAP).	extended (e.g., whatsapp group or Skype).
Feedback from students indicates that marked work is not always returned in good time (Translation Studies [TS]).	Teaching staff have been provided with marking timetables and deadlines for the entire academic year in advance, and the programme convenor will monitor marking more closely.
According to student feedback, the translation software (Trados, WinCaps) we have in our computer cluster do not always work properly, and technical difficulties have been delaying and distracting classes (TS).	While it is impossible to prevent all technical problems, TS will try to test the software thoroughly before the beginning of each course and before classes. TS will also be prepared to contact IT support immediately, and ensure that course tutors know the most common problems and are able to solve them quickly during class.

Good Practice	
What practices are innovative?	Which of these would you recommend for wider dissemination?
Across the College, one feature of learning and teaching experience commented upon in all Schools was the **innovative diversity of assessment practice**, e.g. Moodle books; mini-conferences and symposia; learning journals; posters and log-books; presentations; and creative-critical practice.	√
Industry expertise and collaboration with external partners in seminars and workshops (across College).	√
Access to a range of institutions (museums, archives, galleries) in Scotland and further afield (across College).	√
Research Symposia for Dissertation Studies (across College).	√
SCCA	
Object-based learning: site visits, projecting and handling film; placements, workshops.	√
Public sharing of student work through an annual '**Play Reading' event** (FTV).	√
High proportion of **creative, practice-based assessment** (Music).	Where appropriate
Student/Graduate Survey on Assessment methods: current students and graduates were surveyed to gauge their opinions on assessments: change of perspective (HistArt).	√
Strong research environment with ongoing **(funded) research projects, involving students in these projects on a volunteer basis** (HistArt).	√
Work placements	√
Varied assessment ranging of 'conventional' research essays to **professional development-based assessments** such as an exhibition proposal or a work placement report.	√
SCS	
Visiting speaker provision integrated throughout teaching, with Creative Conversations bringing authors studied in Craft & Experimentation and in PGR seminars, and Editing & Publication speakers offering access to industry experts, while Eng Lit Visiting Speakers series offers PGT students opportunity to integrate with international scholars (CW and Eng Lit).	√

Live web broadcasts of all Creative Conversations to engage a wider public audience and use of Periscope for live events via social media (CW).	√
Development of **graduate employability attributes** via the CW Editing & Publication project, which offers tangible industry connections and 'real life' experience.	√
Provision of creative writing courses at all levels, through extra-curricular UG workshops led by PGR students, to UG Eng Lit Hons, to the Cross-Discipline Workshop for PGT students, to the MLitt.	
Social Media to help build a sense of community, promote programmes and retain community after graduation (Eng Lit).	√
Creative Writing option for the dissertation has seen a high uptake for its first roll out in 2016-17, in line with the profile and interests of students taking the course (Fantasy MLitt).	√
Formal embedding of elements which originated from the **Modernities programme-Hunterian collaboration; dissertation symposium – into new School Research Training Course.**	√
PG Assessment Handbook for Students and Markers.	√
The **Glasgow University Laboratory for Phonetics** (GULP Lab) provides state-of-the art technical resources for students in Phonetics and Sociolinguistics, linking in with the world-leading research at Glasgow. This is evident both in teaching and in the regular **'lab lunch'** research meetings which PGT students taking relevant courses are encouraged to attend.	
SoH	
Innovations in skills provision in core course, with an emphasis on graduate attributes and employability – session with a careers staff member, and a session with the National Library of Scotland's Gaelic Wikipedian (CS).	√
Dates for student receipt of feedback were clearly stated in core course schedules.	√
Introduction of a 'Minorities in Philosophy' course in the MSc Research Methods class aimed at discussing problems of underrepresentation of minorities in Philosophy.	
Plan for a new Glasgow postgraduate conference, to be organised by PG students (Philosophy).	√
SMLC	
Core 2 course 'Comparative Literature in Practice' changed the assessments from Reading Journal and Essay to Annotated Bibliography and **Project Application Form**, respectively, in order to foster independent research skills for the Dissertation at this early stage	√
Moodle book prep and webinar used by students to **peer review** assignment drafts (TEAP).	√

Closing Loops	
What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
SCCA	
The restructured MLitt was introduced in the current cycle (FTV).	Successfully completed.

In response to students' feedback on lack of access to resources, staff made additional efforts to ensure that all screening materials are available in the resource centre (FTV).	Successfully completed.
Despite the lack of additional financial support for the restructured and expanded programme (from 6 students in 2015-16 to 14 students in 16-17) FTV incorporated industry events as far as possible, including visits to Film City and the Moving Image Archive, and created opportunities for students to become involved in a range of film festivals taking place in the city of Glasgow.	Successfully completed.
Playwriting 1 (MLitt Playwriting & Dramaturgy) [P&D]: to set readings that are readily available via Drama Online to ensure access to set readings.	Play-texts available on Drama Online were used as set texts for the Playwriting 1 course in 2016-17 and this worked extremely well and proved popular with the students.
Playwriting 1 (MLitt P&D): to build into the course an extended briefing on the Script Report assessment.	The Playwriting 1 Convenor introduced in 2016-17 an extended Script Report workshop – this was well received by the students and will be continued next session.
Placement Course: introduce a group assessment workshop for the Critical Report.	The Placement Convenor held a group workshop on the Critical Report which helped to further brief students on the assessment.
Theatre Archive Placement course: to make this course available as an elective option for the MLitt Theatre Studies programme.	In 2016-17 the Theatre Archive Placement course was made available to MLitt Theatre Studies students as an elective option – this worked very well and will continue to be offered as an elective course next session.
Introduce a series of 'touch-base' meetings for the MLitt Theatre Studies cohort.	The programme convenor held two 'touch-base' meetings per semester with the MLitt Theatre Studies cohort which proved effective in fostering a sense of community for the students on this programme.
MLitt Theatre Practices review of programme and courses.	This action took place through a series of meetings with key staff and consultation with students during the November – February period of last year. Small changes to assessment demands and weightings were agreed for Independent Practice (IP) and the Independent Research Project (IRP). From September 2018 the programme will be retitled to: ***Theatre and Performance Practices***. The IRP from this year will be re-titled 'Practice as Research Project'.
Further guidance on optional course for MLitt Theatre Practices students.	Progress has been made but the process 'remains a messy and time-consuming one'.
Redesign of shorter courses to span 11 weeks (MSc in Sound Design and Audiovisual Practice).	Fully implemented for 2017-18.
The assignments for the Placement course (undertaken in a museum for a block of time over the summer) were to be revised, to enhance the students' reflection on their learning, now recognised to be particularly	The course convenor developed student support for the Placement course through the development and trialling of an e-portfolio. It has been approved as a new assignment for the course in 2017-18. This was part of an

problematic when the students are away from the university environment (MPhil Textile Conservation).	overall review and development of the teaching and learning of reflective practice, findings from which were presented at an international conservation conference.
There is 'a constant danger of fitting more and more into the programme without taking anything out, which leads to overload for the students' (MPhil Textile Conservation(.	Some work has been done on this in the past year. As a result, the students will work on one rather than two objects in the Principles and Practice: Conservation Projects course in the coming year, allowing more in-depth time for object treatment with less time spent on documentation. Some practical sessions will be removed from Principles and Practice: Advanced Skills to reduce overload for students and staff.
PTES from 2015-16 suggested that not enough career advice was given (MLitt Dress and Textile Histories).	Increased emphasis on transferable skills; guest lecturers asked to discuss career paths; regular advice given on seeking employment or volunteering opportunities.
Students would be much better supported if it were possible to offer world-class technical facilities especially instrumentation for scientific examination of cultural heritage. This is a key factor in recruiting more and high quality students both national and internationally. More applications for equipment bids need to be submitted with support from School (MLitt Technical Art History).	One stereomicroscope for examination of works of art was funded (£7000). Further bids are in progress.
Given worries at School level regarding numbers of students, it has been agreed MLitt Art: Politics: Transgression [APT] can be offered as part of a general History of Art MLitt programme (as one pathway within this programme).	To be determined. It remains to be seen whether recruitment to a general MLitt can be accomplished. APT, however, continues to work very successfully as a programme in its own right, with its reputation well established.
The Renaissance in Northern Europe & Italy MLitt to work with RIO and PGT administrators on recruitment.	Meeting of 14.9.2017 between PGT administrator and attended by MLitt programme convenors identified and discussed recruitment strategies; these have been communicated to Heather Murphy. It is subsequently unknown whether MaRIO has taken any of the recommendations forward.
SCS	
Admin support (cross-School).	**PGC response** *(from Bryony Randall, SCS PG Convener)*: The Committee noted and recognised all the points made under this heading in relation to the intense pressure on PG administrative support. While the situation in 2016-17 was exacerbated by some periods of staff illness, it has been recognised at School Management level that the School administration team has been understaffed for some time, and that there has been particular workload pressure on PG administration. The Committee had made a representation to Head of School and Head of School Administration in September 2017 in relation to this situation, and had agreed at the 13 December meeting to make a further representation to College. Following the meeting, however, we were delighted to hear that College had approved the

	recruitment of a 1.0 FTE administrative post to the School administrative team, and that the School would also be recruiting two new temporary members of administrative staff, with one to be in post at the start of the New Year. We are hopeful that this will go some way to relieving the intense pressure this has put on administrative and academic staff alike in relation to PG matters this last session, and will assist in ensuring there is capacity in the team to cover contingencies such as staff illness.
Marking workload allocation (cross-School).	**PGC response:** Work on the School workload model continues at the present time, so while we are unable to report back on any final decisions, the School PG Convenor will continue to ensure that the question of how to allocate PGT marking remains part of these discussions. It should be recorded that, in order for PGT marking to be adequately captured by a workload model, PG administration needs to be informed in good time as to which staff will be marking on PGT programmes; this is a matter for PGT programme convenors to convey to their course convenors.
Fantasy MLitt conference.	**PGC response:** The School continues to support all the points made by the convenor of the Fantasy MLitt regarding the urgent need for reductions in the costs of running conferences for graduate students. We support their drawing this to University attention and would welcome discussions about how to take this forward.
Postgraduate space (cross-School).	**PGC response:** We are glad that the provision of a dedicated PG common room and computer cluster/research space is now widely publicised to PGT students and embedded in their PG experience.
Online delivery of Creative Writing's flagship Distance Learning programme.	Creative Writing has recruited its highest number of students this year but report that no progress has been made on resources for online delivery. It is still obliged to make do with the cheapest provision, insufficient licenses and inadequate storage space for recordings.
Staffing Levels in Creative Writing.	With the current research leave plan, CW submits that 'we need an additional staff member to continue to deliver our courses with current numbers (as well as offer UG and PGR provision). A temporary member of staff has been brought in for first semester, and a business case will be prepared with Head of School'.
Assessment in Fantasy MLitt: outgoing external examiner commented on making explicit the links between grades and the assessment criteria published by SCS for PGs.	The new external examiner has expressed unreserved satisfaction with the quality and standard of marking and the feedback provided.
Student Academic Writing (Fantasy MLitt).	More detailed instructions on essay expectations on Moodle, as well as links to support from LEADS. The Writing Workshop in SCS PGT Training course has been moved to before the date of submission for Mid Term assessment. Peer support groups have also been encouraged.

Reading List (Fantasy MLitt).	The number of bulky texts for the Core Courses has been reduced and students were satisfied during the 2016-17 session with the quantity and quality of reading for the core courses.
Moodle Resources (Fantasy MLitt).	The Moodle page has been built up and is being constantly used and upgraded in the 2016-17 session. Students felt the Moodle page was a useful resource this session.
Assessment and feedback – promptness of return (Modernities MLitt)	No late returns in this session; this issue was due to localised difficulties with staffing last session.
Investigate presentation recording (Modernities MLitt).	No formal requirement for presentations being recorded where < 20%. Where slides, handouts and/or scripts are available, externals are able to have oversight of the presentation assessment.
Undertake a marking exercise before the first piece of written assessment on the new core course, to be delivered in 2017-18 (Victorian MLitt)	Sample written work will be circulated for comment prior to the 'Victorian 1' mid-term exercise in Semester 1 2017-18.
The MSc in English Language and Linguistics has been under-subscribed in the past, and previously identified the need for a full curriculum review.	A full curriculum review was carried out during 2016-17, was approved at the start of 2017-18 and recruitment is now underway for the new curriculum to commence in 2018-19.
SoH	
Celtic Studies Convenor contacted Estates and Buildings in semesters 1 and 2 to register complaints about noise caused by building work and the parking of generators beneath classroom window.	It was agreed that the construction would cease in semester 2. The specific problem did not continue into the current cycle.
Celtic Studies Convenor continues to remind staff members of the deadline pertaining to the provision of seminar materials.	There has been a marked improvement in the timely provision of weekly seminar worksheets.
History External examiner requested that there be consistency in the use of UofG approved mark sheets.	Mark sheet consistency issue resolved.
History External examiner had identified the need to keep reading lists up to date.	Reading list issue still needs attention.
External examiner expressed concern about the competence of non-History students taking courses without adequate preparation, as well as concerns about language support for students.	Issues regarding non-History students and language problems were not an issue in the previous session.
Introduce a subject-wide marking schedule to ensure assignments are returned in a timely fashion (History).	Marking schedule is in progress.
Organise a feedback session to increase PTES response rates (History).	Feedback session has been completed.
SMLC	
Discussions with RIO to hone Programme advertising and admissions criteria (Comp Lit).	Comp Lit submits that '[t]he description of the Programme was changed on the website and other media to emphasise the requirement for highly-developed theoretical reading skills], and now MaRIO are sending questionable cases to us for approval'. This appears to be working, as there was an improvement in

	the 2016-17 cohort intake.
The Core 2 to be revised to incorporate training skills specific to current Comp Lit students' needs and research plans, replacing a stand-alone skills course which catered to various PG constituencies.	Training skills specific to assignments added in sem 1, and the sem 2 course was revised into a Project Application and Annotated Bibliography—the higher-level skills required by students.
Plagiarism case: although Programme staff cannot take responsibility for plagiarism, more needs to be done to check student work (Comp Lit).	Students were given every warning about plagiarism and how to avoid it. Urkund plagiarism software was used for all written assignments.
Redesigning the semester 2 core course to streamline the structure and avoid overlaps (TS).	The course feedback was largely positive, so the redesign of the course appears to have been successful. A few students did mention again that there were some overlaps with ATLS classes and that the content was less engaging than in semester 1. These seem to be minor concerns, but TS will continue to fine tune the course by adding more theoretically rigorous components to balance the practical aspects, and will rework the assessment methods to improve the workload balance.
Improving promptness of feedback (TS).	Although student feedback still points to problems (see above), TS was able to maintain a systematic marking plan and largely keep to deadlines. However, some unavoidable circumstances caused individual delays, and students may have expected to receive feedback more quickly than had been planned in the timetable. This year TS has an even more specific marking timetable, and the convenor will continue to observe it as closely as possible. Where possible, the deadline for return of marks will be reduced and the timetable for marking will be communicated to students in advance
Working with MaRIO to improve the admissions process (TS).	TS held discussions with MaRIO about the wording of admissions criteria on its website and developed a timetable for announcing which languages will be offered each year. The website text is now more accurate and informative, and TS is in the process of making further improvements before the end of the year. The changes are allowing the subject to be better prepared for incoming students' language selection, and ongoing work should improve the situation further for next year.

What matters (if any) need to brought to the College or University's attention?
College
SCCA **History of Art: MLitt programmes** • The proposed plan to decide whether or not MLitt programmes will run based on uptake by April is at odds with the late August PGT application deadline. Over the three years this programme has been running, History of Art reports having received its best applications during the summer period. It hopes College will reconsider this strategy in order to accommodate a longer application period in line with student application patterns. **MLitt Technical Art History: staffing (see also 'University', re. cross-College support)** • Technical Art History reports that it 'allies itself with History of Art, therefore we would like at least some our staff to be housed with Art History so that we can make connections, collaborations and professional relationships with our colleagues. This has been hard to maintain but is very important for us and our commitment to the subject area'.

Film and TV Studies: workload model

- The 'administrative burden placed on the programme/course convenor [in] managing multiple guest speakers and lecturers; managing a work placement/creative practice course that depends on external partnerships (and good and consistent relationships with them); and organising additional workshops' is reported. Film and TV Studies notes that '[a]ll of the innovative areas of the Film Curation programme rely on these elements and yet, they are not always accounted for the in the basic workload model or sufficiently supported'.

Theatre Studies and History of Art: provision of teaching space

- Continuing concerns are reported over 'space provision, especially in relation to future moves to a new site. The significant increase in PGT numbers creates increasing demands on limited theatre and studio spaces. Given the teaching, rehearsal and theatre-making demands of our practice based learning at UG, PGT and PGR levels, access to and first priority use of studio and theatre spaces remains a critical issue'. History of Art requests an awareness of the need for adequate space within Kelvin Hall to deliver its 'unique object-based Technical Art History programme' and notes that 'support from the Hunterian has been most appreciated'.

Theatre Studies: PG community-building funds

- It is requested that College considers broadening the eligibility criteria for the CoA Graduate School's PG community-building funds to include PGT initiatives. Theatre Studies observes that these funds are currently available only to support initiatives targeted towards PGR activities.

Music: investment in equipment and software

- Music records a need for investment into music technology equipment and software in the Audio Lab and Studios.

CCA MLitt work placements programme: staffing

- In order to avoid clashes and ensure that students have access to a range of choices, CCA requests support to hire someone to convene the MLitt Work Placements programme. It submits that '[l]ast year, this fell during the S1 set-up period to individual programme convenors and during S2 to an already heavily committed staff member assisted by our already fully committed School PGT Administrator. To make strategic use of staff time and resources, and to ensure the best experience for our students, this process needs to be streamlined and overseen by a dedicated hire'.

SCS

Creative Writing: Distance Learning provision

- Distance Learning provision remains an issue to be resolved (as detailed above under 'What Needs Work' and 'Closing Loops' and flagged for University attention below). Creative Writing has recruited its highest number of students this year but reports that no progress has been made on resources for online delivery. It emphasises the inadequacies of provision and infrastructure for its online delivery of Masters programmes, including being obliged to use WebEx; the limitations of Skype for Business as a replacement; insufficient licenses; and limited storage space for recordings.

Creative Writing: Masters in Screenwriting

- Creative Writing requests communication regarding the business case towards a new Masters in Screenwriting.

Modernities: MaRIO-subject interface

- Modernities reports that '[w]hile relationships with MaRIO colleagues are very good, it appeared over the summer that email and applications were again not being monitored as frequently as might be hoped and as a result applications were not always being processed in a timely manner'.

Modernities: assessment practice within College

- As with last year, Modernities submits that '[i]it appears there is variation across College in options courses with respect to assessment practices, specifically with feedback and recording of grades on systems' and asks that this be addressed.

School: administrative support

- A number of programmes (Eng Lang MSc; Victorian MLitt; Creative Writing; Modernities MLitt; Fantasy MLitt) request College awareness and support related to requests for admin support outlined at School level, and detailed above under 'What Needs Work' and 'Closing Loops'.

SMLC

Comparative Literature: staffing

- It is noted that '[g]reater flexibility concerning FTEs (in terms of staff and of students) would enable an interdisciplinary programme such as this one to flourish much more broadly across the College'.

University

College-wide:

Degree Classifications and Awards

- More than one school has noted a serious and ongoing issue experienced as a result of policy on degree classification and awards. As in previous AMRs, Modernities MLitt wishes to raise the issue of regulation of degree classifications, specifically where regulations prevent students who achieve Distinction in the dissertation, but whose coursework GPA falls just outwith the zone of discretion, from being awarded an overall Distinction by virtue of the taught component. Modernities reports that it understands that the question of PGT assessment is to be prioritised as part of the Senate Office's review of regulations; the programme would be glad to contribute to any consultation and look forward to hearing the outcomes of this work. Theatre Studies similarly submits that '[t]he degree regulations for awarding final degree classifications are out of sync with the way degree classifications are calculated at our competitor institutions, where degree classification is determined by an overall aggregate score (that is, an aggregate score that includes the dissertation component). GU requires that students have a taught aggregate score that falls within the required zone plus a dissertation mark that falls within the required band. This has resulted in several students narrowly missing out on a distinction/merit which they would have received at another institution'. Creative Writing notes that these regulations no longer allow for any degree of exit velocity or for the complex learning that occurs over the course and that may be manifest in the final degree submission. Lack of flexibility means that a student must effectively receive a distinction in all of five assessed submissions in order to achieve a distinction overall, which undermines the pedagogy of its Craft & Experimentation seminar course.

Provision and infrastructure for online delivery of Masters

- This continues to be an unresolved issue and is therefore reported again in this year's AMR, SAMS and CAMS. Creative Writing emphasises the inadequacies of provision and infrastructure for its online delivery of Masters programmes, including being obliged to use WebEx; the limitations of Skype for Business as a replacement; insufficient licenses; and limited storage space for recordings. Teaching English for Academic Purposes Online (SLMC) emphasises the need for, and requests provision of, a stable webinar platform: Big Blue Button was unstable and crashed on a number of occasions - this interrupted webinars (one had to be cancelled) and affect the student experience.

MaRio applications system and offers process

- It is submitted by the **School of Culture and Creative Arts** that the new system for online review of MLitt applications has 'seriously disrupted the ability to access and review applications, owing to lack of notification and the programme convenors' ability to gain access to the system, even though the required paperwork for permission has been [submitted]. As subject specialists are the only ones qualified to assess the applications, this issues needs to be resolved as a matter of urgency. It ought also to be possible 'to offer unconditional offers to qualified MLitt students, even if they have not yet received their final undergraduate degree results so as not to lose so many of them to institutions willing to make unconditional offers, such as Edinburgh University'. Teaching English for Academic Purposes Online (SLMC) states that offer letters and the application process for online-only students need to be reviewed to make easier and more relevant (e.g. visa and accommodation information is not relevant). Modernities reports that '[w]hile relationships with MaRIO colleagues are very good, it appeared over the summer that email and applications were again not being monitored as frequently as might be hoped and as a result applications were not always being processed in a timely manner'.

Room bookings and CTT

- School programmes in **SCS** (Fantasy; Modernities, Victorian Lit; Eng Lang MSc) note room booking processes continue to be a challenge across the university. One programme noted worsening experiences, including poor functioning of the booking process and the limited availability of teaching space due to the demolition of the Maths building. It was felt that the deployment of staff resource and technical expertise will be essential to resolve this. Issues with central timetabling and room booking also led to delays in scheduling of programme and RTC courses. In **SoH**, both Celtic Studies and Information Management/Museum Studies report problems. Specifically, Celtic Studies report students having to travel a significant distance between successive classes (from the St Andrews Building to University Gardens) and repeatedly arriving late to class as a result (furthermore, this was not communicated effectively to staff). Information and Management/Museum Studies report that the problems with room bookings have negatively affected student experience.

Assessment and Feedback:

- The 15-day turnaround for marking has been identified as an area of concern by a number of PGT programmes in SCS, and the College Quality Officer has written to Senate to request clarification on the issue. Clarification is sought on how the 15-day turnaround articulates with staff annual leave, particularly within the Christmas and Easter vacation when staff take leave outside of semester teaching but marking has to be undertaken. Furthermore, the 'strict deadline also places particular demands on staff who do not have the full 15 days due to being part-time, needing to take annual leave for caring responsibilities'.

School-specific:

SCCA
History of Art: framework for placements

- The documentation for student placements has been reviewed recently by the University insurance and legal teams, resulting in a legally tighter but extremely time-consuming amount of administration shared by the course convenor and PGT administrator. History of Art records that it is very grateful for the support but, in particular, staff are concerned that the placement agreements are now so cumbersome that museums and other institutions will no longer be able to provide this extremely valuable opportunity for our students, and requests advice on whether it is possible to simplify the agreement.

History of Art: Technical Art History resources

- A request for raised awareness within the University of the breadth of Technical Art History and is connections across the Colleges is flagged, along with a request for integrating better systems and support for cross-disciplinary research-led teaching, to include costings, fractionally employed staff from other Colleges, IT and technical support.

Music: investment in equipment and software

- Music records a need for investment into music technology equipment and software in the Audio Lab and Studios.

SCS
MyCampus

- MyCampus continues to present difficulties to new students. A review and modernisation of the system, with regard to student experience, is requested by a number of programmes (Fantasy, Victorian Lit). One programme noted that 'the interface is confusing and hard to use. Continuing problems with MyCampus add to the burdens of administrative staff across the school, tasked with resolving them. They also result in an off-putting experience to our students, especially new PGT students from outwith the university and international students'.
- Creative Writing notes that there is an issue with how MyCampus displays GPA, which causes a good deal of stress and work for students and staff.

Moodle

- Staff have raised issues regarding training, assessment feedback, and auto-archiving. Continued improvement for Moodle training to better support staff and students has been requested by Modernities. Feedback functionality and backups in case of errors by staff/student/systems was also requested by more

than one programme. All stored and pending assessed work for one M.Sc. student's work was deleted at the turn-around of the academic year, for example, and the subject had to revert to a local electronic back-up, but the feeling is that Moodle should automatically be providing a secure repository for the academic work of students. Eng Lang staff describe Moodle as 'not fit for purpose'. Particular problems this year also include being unable to load some files to Moodle, causing staff to revert to email over Moodle for the return of assessed work to students.

Creative Writing: administrative staffing
- Issues are reported with consistency and resourcing of admin across all systems, from admissions to room booking – Creative Writing report that it has 'missed out on good students and have students graduating with complaints about systems', and that 'substantial extra work has been absorbed by teaching staff, to the detriment of research time over the summer'.

Fantasy MLitt: student experience, viz. PG conference
- A regular conference is essential for the development of the many PGT and PGR students at the University working in the field of Fantasy Literature. Given high student fees and the fact that conferences at comparable institutions (Edinburgh, Lancaster and Liverpool) are free of charge, it is felt that 'PGs should not pay extra for conference admission. Despite support at School level, there remains difficulties in running conferences at the University of Glasgow such as the prohibitive costs of booking rooms, refreshments, and other services offered by Conference Services, which need to be reduced for graduates if the University is to continue to be a centre for excellence'.

Eng Lang: graduation
- Eng Lang PGT students from the 2016-17 cohort have contacted the PGT coordinator and/or registry to complain about the limited tickets for family and friends at Graduation. Staff and students realise that places at Graduation are limited, but wish the following points to be considered:
1. Although there is a ballot for extra places, there is no system for operating a "wait list" for these places, i.e. a system for managing any subsequent cancellations which would release these tickets to other participants. Many other major events on campus operate wait lists through Eventbrite and these seem to operate very efficiently. This makes a considerable difference to the student experience at Glasgow and is extremely important for alumni perceptions of the University. The University should prioritise resources for organising graduation, make use of the available technology to manage this event and also to be aware that adverse social media comments could directly affect the reputation of the university and our recruitment of future postgraduates.
2. The Winter Graduation does not have the same facilities as the summer graduation, so there is no overflow room for the family and friends who cannot get tickets for graduation. Given the poorer weather in the Winter, the overflow room seems even more important in the Winter than in the Summer.
3. The Winter Graduation is inconveniently scheduled to clash with undergraduate teaching and this puts PG coordinators and other staff in the difficult position of having to rearrange undergraduate teaching if they need to attend graduation in their PG roles.

SoH

History: PGT bursaries
- There is a need for greater funding of PGT bursaries to enhance marketing and recruitment. Specifically, History hopes that the income gained from increased student recruitment will be invested into creating PGT studentships.

Information Management/Museum Studies: resourcing
- Adequate resourcing is requested for University Services to support student demand.

Hot Topics

Do you have any comments on the following topics?

1. Did you find the feedback calendars, which were introduced in 2016-17, helpful? Have they prompted any action, particularly with regards to the timeliness of feedback?

As with UG CAMS, Schools generally report already having local systems in place for feedback to ensure timeliness, although there is positive evidence of subjects having used the University feedback calendars. A survey of practice, where reported, is as follows:

SCCA

- CCPR consistently scores well on a timely return. FTV has not yet implemented feedback calendars, while Theatre Studies will implement them in 2017-18. Music states that the calendar helps to keep track of the due dates, but has little impact on action in dealing with assignment feedback, as it has always been a high priority to enable fast return.

SCS

- **Creative Writing** has always adhered to strict timetables for delivery of feedback on assessment. Programmes report that no record of feedback calendars specific to their programme was found. Such an initiative would be very welcome as a way of providing clear guidance to staff and managing the expectations of students. Fantasy MLitt notes it is important to take into account the increased volume of marking generated by success in recruiting to its MLitt programmes.
- **Victorian Lit** submits that it is essential to develop realistic and flexible parameters for marking activity – end of semester assessments often coincide with holiday periods in which staff take annual leave, but the feedback calendar does not take into account annual leave in the calculation of the 15 working days for marking turnaround. The Modernities MLitt programme has developed its own feedback calendar, which has proven extremely useful to determine local deadlines in order to avoid marking and submission bottlenecks. Modernities have also requested clarification of the 15-day turnaround policy in relation to staff leave, as detailed in matters for the University above. Eng Lang note that the feedback calendar does not address the underlying issue of staffing and administrative support needed to ensure targets are met. It comments that 'Listing deadlines on a calendar is not a substitute for providing the resources for coordinators, markers and administrative staff to handle assessment and feedback within tight turn-around periods.' Furthermore '[t]he centrally organised system makes the deadlines consistent across the school, but the lack of local control makes it more difficult for staff to fit the marking round their own work schedules'.

SoH

- Both American Studies and Information Management/Museum Studies report positively on the use of the feedback calendar. Specifically, American Studies comment on the timely return of feedback (although it also notes the pressures of doing so), while Information Management/Museum Studies has found it very helpful to ensure marking is evenly distributed across the subject, avoiding 'crunch-points' for members of staff.
- Celtic Studies and History both report good performance on feedback. History in particular report that it uses its own systems to address feedback issues, and that these appear to be working well.

2. How do you work with Graduate Teaching Assistants in assessment, assessment moderation and feedback moderation?

The majority of subjects commenting on this reported generally that the question is **not applicable at PGT level**. Indeed, Information Management/Museum Studies (**SoH**) report that it is their understanding that GTAs are not able to mark PGT assessments. They suggest that it would be useful if this could be revisited given that many GTAs have particular skills and expertise that could be used to positively contribute to PGT groups.

Where involvement was noted, the following is reported:

SCCA

- CCPR - An appointed GTA coordinator closely supports, monitors and moderates any and all GTA input into grading.
- Theatre Studies - A series of subject-level assessment/marking workshops are provided for GTAs by the programme convenors. The course and programme convenors meet regularly with the GTAs throughout the semester(s) to offer support and guidance on L&T matters, including assessment, assessment moderation and feedback moderation.

SMLC

- GTAs always second or first mark together with a staff member, so that they are able to compare their feedback with that of a more experienced colleague.

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

Celtic Studies (SoH): Part-Time Students FAQs

- Celtic Studies reports that information about part-time PG students is difficult to source. It would be helpful if some FAQs for part-time MLitt students were easily searchable.