

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	<p>College of Social Science</p> <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. The Centre for Open Studies has been included with the College this session for reporting purposes. This report has been informed by the School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College:</p> <ul style="list-style-type: none"> <li>• Adam Smith Business School: Dr Geethanjali Selvaretnam</li> <li>• School of Education: Dr Dely Elliot</li> <li>• School of Interdisciplinary Studies: Dr Alexander Whitelaw</li> <li>• School of Law: Professor Ernest Metzger</li> <li>• School Social &amp; Political Sciences UG Studies: Dr Craig Smith</li> <li>• <i>Centre for Open Studies</i>: Dr Janice Ross</li> </ul> <p>Dr Robert Doherty College Quality Officer.</p>
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## Reflection

What is working well?

### Adam Smith Business School

At school level the ASBS highlight a wide range of strengths and areas that are working well. These include course design, an increasing range of honours options, student feedback, external speakers from the commercial and business sector, ongoing course development, attention to pedagogy and curriculum review. Accounting and Finance noted the recognition by external examiners given to its internal moderating processes for assessment. Diversity across its schemes of assessment was recognised as a strength within Business and Management. Across the school course evaluations demonstrate very high/high levels of student satisfaction with a significant numbers of courses across subject groups. Progress has been made in enhancing the student voice across all subjects, with the introduction of a form of less formal meeting and the introduction of meetings with student representatives and the school leadership. The school noted the recruitment of high quality students into level 1 study in the context of high entry qualifications. Glasgow International College year two direct entry students performed to a high standard in Economics and were among the sessions' prize winners. The School of Management has trialled stress management sessions in advance of examinations; the extension of this initiative is under consideration.

### School of Education

Across seven units of UG learning in the School of Education reporting for annual monitoring highlighted 11 areas identified as working particularly well. This included an event designed to support childhood practitioner entrants in making claims for the accreditation of prior learning and the provision in the programme of primary education of rich learning experiences that took advantage of local parks and museums. Many successful aspects were identified

around teaching and supporting student learning. Across a number of units aspects such as tutor passion and knowledge aligned with balance in programme design provided a challenging and stimulating learning experience. Programme organisation, innovative teaching resources and elaborations to final year student projects were recognised across a number of programs as areas of strength. Coherence and progression between and across elements of programmes was also noted in relation to the professional development of teachers. A consistent level of positive and complimentary feedback from external examiners was highlighted across programmes.

### **School of Interdisciplinary Studies**

Across three programmes and the portfolio of general humanities courses the School of Interdisciplinary Studies report general strengths in course quality and innovation. High levels of interdisciplinarity is recognised as an area of strength in many courses together with their accessibility from students across multiple programmes. There is recognition of programmes providing a high level of applied and grounded learning in relation to fieldwork, placements and research projects supporting some students to access work opportunities. Aspects of assessment practice are identified as imaginative and assessment as varied, with assessment designs being responsive and flexible.

### **School of Law**

Reporting on its two UG units of learning the School of Law highlighted three areas that are operating well. Teaching in foreign languages (French, Spanish and German) is a feature of the course European Legal Culture that has been well received by students. The School achieved a significant 11.2% improvement in feedback in NSS results through the introduction of a new design of early formative assessment. The provision on some courses of face-to-face feedback emerged as another area of strength acknowledged in the review of the session.

### **School Social & Political Sciences**

Across six units of learning related to subject, the School of Social and Political Sciences reported areas of success and strength at school level and in particular disciplinary areas. There was an acknowledgement of high levels of student satisfaction in evaluations and recognition of success in External Examiners' feedback. Central and East European Studies highlighted areas identified in a Periodic Subject Review including enquiry-led and research-led learning and teaching; a commitment to nurturing student cohesion and subject identity; quality work placements and the appointment of a lead GTA. Economic and Social History reported strengths in curriculum design, teaching, feedback and variety in assessment design. Politics noted a high watermark in student satisfaction within their level two courses. Staff-student engagement has been enhanced by receptions and events. New instruments and focus groups have been introduced that have evaluated the quality of student feedback. Social and Public Policy noted buoyant student numbers and the recognition of their relevant and stimulating course content. Sociology, despite challenging circumstances around staffing during the session, reported high levels of student satisfaction and confidence in feedback practice.

### **Centre for Open Studies**

The Centre for Open Studies, in their reflection on what is working well, identified a range of strengths and successful provision. Many courses provided by the Centre allowed and supported students in successful progression onto degree level programmes. Tutors are experienced and empathetic towards returning students helping them to make the cultural shift required in returning to study within the University environment. The range of study opportunities within the portfolio of courses on offer and the provision for students to influence the development of this variety was highlighted. Students recognised and appreciated the relevance of many courses to contemporary issues. A growth in the number of courses bearing credit and in the uptake of courses by students from other programs within the University, were identified as strengths. Student feedback is very positive and commends the qualities and attributes of tutors. The range of pedagogy and approaches to learning is noted as an asset together with the provision of learning and teaching out with the University campus in more remote and non-traditional contexts.

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<b>Adam Smith Business School</b>	
What needs work?	What action is being taken forward?
Student attendance and engagement	Accounting and Finance will roll out a refreshed first year curriculum in 2017-18 where they will continue to seek to 'set the tone.' Other potential measures include a review of the use of Moodle and its potential impact on attendance; better monitoring of attendance; exploring the introduction of credit-related attendance requirements and/or participation grades.
Assessment portfolio – ensuring appropriate diversity and links between programme ILOs that are skills-based and assessment	Programme mapping review at the undergraduate level, looking at the principles of Assurance of Learning, an important standard for AACSB (The Association to Advance Collegiate Schools of Business).
Assessment and feedback: student role in feedback	A project led by Professor David Nicol, an internationally-recognised expert in the field, will deliver collaborative projects designed to increase the role of students in generating their own feedback and to become more independent learners via new and revised assessment methods.
Moodle – layout/presentation	The School previously standardised the presentation of Moodle but recognises slippage over a period of time. The School welcomes the College proposal regarding a minimum standard/baseline approach and plan to implement for 2017-18.
Support for choosing Honours courses	Economics are designing a pilot academic mentoring scheme to supplement the College Advising System. A School-level project will review the sources of information and advice.
The location/accessibility of some staff offices	A review of maps and a potential Welcome Event session to require students to find key locations.
Timetabling in Accounting and Finance	Reviewing the appropriateness of 3-hour teaching sessions where these do not appear to be effective.
Building a staff/student community in Business and Management, noting the absence of a course taken by all Honours students (the joint degree curriculum is wholly elective) and some very large classes combined with a lack of small-group teaching limits opportunities for staff/student interaction in the classroom.	The redesigned degree programme, being rolled out from 2017-18, makes provision for compulsory courses across Single and Joint Honours, although this won't take effect until 2019. Agreement in principle on the desirability of small-group teaching at Honours level will have to address issues around resource, again noting the challenges of our SSR. The potential for a 2-day residential event for Honours students is being discussed.
Timely return of assessment /helpfulness of feedback/use of marking criteria in Business and Management (also challenging in other Subjects)	The Head of Management is focusing strongly on the timely return of assessment and will lead a pilot on the introduction of assessment criteria at Honours level.
Provision of dissertation feedback	There is no University-level requirement to provide this but, in view of growing student demand, Business and Management plan to introduce this in 2017-18.

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Business and Management Research Methods	We experienced a number of issues with the course, culminating in a student complaint. As a result, the course has been redesigned for delivery in 2017-18 by a new teaching team. A range of steps is being taken to address any potential deficiencies in learning which could adversely affect dissertation preparation, exceeding the recommendations arising from the complaint.
Statistics content in the Business and Management programme	Potential for an Honours-level course to be explored.
Interaction between practitioners and alumni in Economics	Working with staff and the Alumni Office to bring graduates into classes.
Increasing engagement with employability-related and extra-curricular activities in Economics	A School survey found low levels of awareness of various initiatives so we plan to respond to these findings. Design and develop a UG School Graduate Award, emulating the highly successful PGT initiative.
Differentiation between level 3 and Honours courses in Economics	A first step will review the assessment methods for implementation in 2017-18 while the curriculum will be simultaneously redesigned for 2018-19. The latter step will mean that Level 3 and Honours students will no longer share courses, improving the learning experience for both cohorts.
Over-assessment in Economics (Honours)	Pending Subject approval, curriculum review beginning in 2017-18. Implementation date to be agreed.
<b>School of Education</b>	
What needs work?	What action is being taken forward?
<p><b>BACP</b></p> <ul style="list-style-type: none"> <li>• New programme leader's transition</li> <li>• Probationary review for a new staff member</li> <li>• The increased number of students is expected to impact the quality of the programme</li> </ul> <p>• Support for relatively inexperienced markers in the team</p> <p><b>BTEchEd</b></p> <ul style="list-style-type: none"> <li>• There is an ongoing need 'to develop further learning resources to assist students in the process of reading, writing and synthesis'.</li> <li>• Continuous effort to improve assessment feedback. (The team had invested time and resources in improving assessment feedback, but continuous effort is required. This affects the NSS student feedback.)</li> <li>• Two courses - Electronics 1 and 2 – were previously delivered by the School of Engineering. From September 2017 onwards, they will be delivered internally, and so this will have implications for staff development.</li> </ul> <p><b>BACD</b></p>	<ul style="list-style-type: none"> <li>• Director of UG/ITE will provide support as required</li> <li>• Ongoing support to be given</li> <li>• Six cohorts of students will be planned for the next session. Number of staff needs to be reviewed by the staffing committee. Long term strategy for APL to be considered as it has workload impact, too.</li> <li>• Review the workload of the marking team and put more effort into moderation to maintain the 'quality of marking'. Marking meetings to discuss courses and expectations.</li> <li>• The new course leader for Year 4 Final project will need to develop new materials.</li> <li>• A continuous and multimodal response might be more suitable, including the use of electronic feedback as well as returning feedback to students earlier.</li> <li>• Requiring 'provision of preparation and development time for these courses – including practical lab work'. SoE technician will play a crucial in assisting delivery of these lab sessions.</li> </ul>

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<ul style="list-style-type: none"> <li>• Further clarity over assignment marking</li> <li>• Timetable, online systems and rooms are perennial issues raised by students</li> </ul> <p>• Consistency and clarity following a number of serious challenges in recent years</p> <p><b>MARPE</b></p> <ul style="list-style-type: none"> <li>• Request for ‘more help with both exam and essay preparation’, a ‘quick break during the 2 hour class(es)’</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing the marking and feedback form aimed at making things much clearer for students.</li> <li>• Timetabling requests were made very earlier but there are still issues remaining. To raise them at the Learning and Teaching Committee meeting.</li> <li>• Strategic actions including: ‘constant engagement with administrative staff’, team meetings planned in advance; and preparation of ‘a yearly timetable’ with clear deadlines and feedback returns.</li> </ul> <p>Additional opt-in sessions for guidance will be provided (although there is already time available in lectures and seminars for this purpose). Breaks in two-hour sessions will also be scheduled.</p>
<p><b>PgDE</b> - SE</p> <ul style="list-style-type: none"> <li>• Updating the Seminar Series</li> </ul> <p>• Consistency of all Partnership Processes across all Local Authority Clusters</p> <p>• Tighter regulations when submitting joint reports for School Placements</p> <p><b>CTC</b></p> <ul style="list-style-type: none"> <li>• Poor class accommodation due to students ‘moving all over the campus several times a day’.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Inconsistency in the quality of students’ ‘tutorial experience’</li> </ul> <p>• Online lectures not being popular with a number of students; ‘most lectures were accessed by very few’.</p> <p>• Some students pursue ‘overly ambitious’ enquiries</p> <p><b>LTS</b></p> <ul style="list-style-type: none"> <li>• Submission date for assignment after Christmas</li> <li>• ‘Enhanced consistency across tutors’ explanation of assignment’</li> <li>• More individualised feedback for students’ assignment</li> </ul> <p>• Students’ avoidance of the use of terminology that does not satisfy the criteria for L&amp;T assignment</p>	<ul style="list-style-type: none"> <li>• Under the leadership of PL, staff team to develop/enhance teaching and learning seminar materials.</li> <li>• New Partnership tutors will ‘shadow’ experienced tutors for greater understanding of the Seminar, Learning Observations, and Joint Assessment processes</li> <li>• CAT, SE Director, PL, and Director of UG &amp; ITE are working closely with school experience office staff towards more structured school report submission procedures.</li> </ul> <p>• Difficulty in resolving because of the class group size.</p> <p>• CL to meet all tutors to provide ‘support in terms of their understanding of what is expected in the seminars’. Meeting new tutors will be a priority to ‘discuss the course, introduce them to the content and seminars, and to highlight the key readings’ as well as stress the importance of ‘pacing in seminars’, seminar content and ‘importance of avoiding vagueness and repetition’.</p> <p>• To consider moving back to ‘face to face lectures’ CL will take the lead as well as do the preparatory work in supporting students as they identify their enquiry topic and question.</p> <p>• ‘Greater scrutiny of students planned enquiry question’ is expected to reduce failed assignments; this also serves as a check in ensuring ethical requirements are met appropriately.</p> <p>• Actioned</p> <p>• Greater ‘emphasis on key assessment criteria’ will be discussed at the staff course meeting.</p> <p>• Greater ‘emphasis on key assessment criteria’ will be discussed at the staff course meeting.</p> <p>• Tutors will give ‘clear’ and ‘appropriately contextualised’ examples of L&amp;T assignments.</p>

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<p><b>LTP</b></p> <ul style="list-style-type: none"> <li>• Teaching duration in a day</li> <li>• ‘Enhanced consistency across tutors’ explanation of assignment’</li> </ul> <p><b>MEduc/BEEd</b></p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• With the introduction of standardised marking criteria, on some assignments students receiving C1 and B1 had similar comments; there were some elements of copying and pasting of comments in the next steps/areas for development. (WPE)</li> <li>• Double hand in date identified in WPE</li> <li>• Too many formal assessments (Education in Practice/EAS)</li> <li>• Students still using limited academic reading despite being clearly signposted on Moodle</li> <li>• There was a range of marks although most are in the C banding for the written assignment (a point also raised last year for Education in Practice course).</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Continued moderation from teaching teams on the development of new courses, given the range of disciplines (electives) to ensure consistency in marking. There is a perception that it was ‘easier to get an A in Applied Mathematics and Technology than it was in Philosophy, Religion and Art’.</li> </ul> <p><u>Year 3 and 4 School Experience</u></p> <ul style="list-style-type: none"> <li>• As there are currently many changes occurring in education from Pupil Equity Funding, new Scottish National Assessments, Governance Procedures, perhaps some planned liaison with the School of Education would be valuable to share and discuss developments</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Revised timetable with more opportunities for breaks between classes’</li> <li>• Greater ‘emphasis on key assessment criteria’ will be discussed at the staff course meeting.</li> <li>• Course conveners to undertake during moderation; this will be highlighted and address during cross marking.</li> <li>• Course conveners and admin to address and update on Course Info/Handbook etc.</li> <li>• Course discussion on streamlining assessments</li> <li>• Team to discuss and highlight reading for each block of teaching</li> <li>• Look to provide a spread of grades for this course</li> <li>• Discussions surrounding the consistency of grades across courses</li> <li>• Look for opportunities to share knowledge between School of Education and schools</li> </ul>
<p><b>School of Interdisciplinary Studies</b></p>	
<p>What needs work?</p>	<p>What action is being taken forward?</p>
<ol style="list-style-type: none"> <li>1. There was a perception of a degree of flux in staffing across all programmes and an on-going need to attend to attaining adequate staffing across all programmes in a timely way.</li> <li>2. In Pre-Honours courses, there are concerns over the large size of some groups and the impact this has on general delivery and ability to meet the 3</li> </ol>	<ul style="list-style-type: none"> <li>• Points 1 &amp; 7: Referred to School Executive Group</li> <li>• Points 2-5: Review within Learning and Teaching Committee special working group</li> </ul>

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<p>week assessment return. The need to establish a more systematic approach to accessing and utilising GTA support was raised.</p> <p>3. The perceived relevance of ESS and HSP electives to MAPE students are still on occasions a concern and the ability for convenors to maintain depth whilst accommodating the breadth of need was sometimes seen to be difficult.</p> <p>4. Relatedly, the balance between disciplinary specific and more generic courses within programmes needs on-going consideration.</p> <p>5. The weight given to 60 credit courses in the workload model needs to be given closer consideration.</p> <p>6. There are on-going concerns over the quality of IT facilities and level of support.</p> <p>7. There is a need within MAPE for a training base/teaching space.</p>	<ul style="list-style-type: none"> <li>Point 6: Ongoing discussion with campus partners</li> </ul>
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**School of Law**

What needs work?	What action is being taken forward?
<p><u>Participation and accommodation.</u> In several level 4 courses, there were related complaints that (1) student participation in seminars was low, and (2) that the teaching rooms were poor and were hindering student participation.</p>	<p>We recognise that a great deal of new teaching accommodation is underway at the University and we have hopes that appropriately sized rooms will have a beneficial effect on student participation. This aside, course convenors are encouraged to promote student participation by assigning the appropriate degree of reading and circulating seminar questions in advance.</p>
<p><u>Availability of materials.</u> Some students expressed concerns about the availability of materials. This is more acute in courses which are well subscribed.</p>	<p>Each year sees a greater number of materials available electronically; this, and the roll out of the Library's Electronic Reading lists, will ameliorate this problem.</p>
<p><u>Reading load.</u> In a small number of courses at both Level 1/2 and Level 3/4, students found the reading load too heavy.</p>	<p>Teaching staff in all relevant courses have undertaken to review the reading load. One Level 1 course has been moved to 'blended delivery'; another has had its credit weighting altered to reflect properly the reading load.</p>

**School Social & Political Sciences UG Studies**

What needs work?	What action is being taken forward?
<p><b>School:</b> The School has begun work on a re-designed Feedback form to encourage more interactive feedback on assessment. The Qualitative Methods Course continues to work on developing readings that are of</p>	<p>The new form will be trialled in several courses during the coming academic session. The School Methods Courses continue to review data and literature choices.</p>

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<p>interest across the Subjects.</p> <p><b>CEES:</b> Replacing second-marking with moderation of Honours assessments, and adopt general School practice. Defined 'office hours' to replace the current 'open door policy'.</p> <p><b>ESH:</b> There has been internal discussion over the last year about marking of coursework and exams, which needs clarified in accordance with School practice.</p> <p><b>Politics:</b> At Pre-honours: Increase the number of formative exercises in the Level 1+2 courses and work to ensure that essays on Level 1 courses are returned within the recommended 3 week period. At Honours: We need to continue improving the timeliness of providing feedback to students on their assessed work. Improve engagement with students outside the classroom</p> <p><b>Social and Public Policy:</b> Continue to strengthen and widen modes of student engagement and participation at all levels. The diversity of the student body at L1 and L2 (with some students coming from science as well as social science disciplines, alongside more international students, including the intake from Nankai) has led some students feeling challenged by the curriculum.</p> <p><b>Sociology:</b> A significant challenge is the continuous growth, year-on-year, in the number of Good Cause applications received at Honours level. Colleagues involved have introduced a series of innovative measures over recent years, aimed at making the management of these applications more straight-forward. These include: the establishment of a dedicated e-mail address for Good Cause applications; clear and reiterated guidance in programme guides and via Moodle about Good Cause regulations; the establishment of a separate Good Cause committee which reviews applications in advance of Exam Boards. Nevertheless, the sheer volume of applications has made this a hugely time-consuming task.</p>	<p>We will introduce a system of moderation for Honours assessments. Details of our office hours are now posted outside our respective offices.</p> <p>Review all marking procedures for consistent practice regarding double-marking and guidance to students across the degree programme. Ensure that handbooks correctly reflect any revisions in procedure.</p> <p>Two of four Pre-honours courses introduced online Moodle quizzes to enhance student learning. We will share practice across the pre-Honours courses. Next year the two Level 1 courses will return essays to students a week earlier. Honours: We will continue to use a feedback calendar to enhance timely feedback. We moved to end-of-course moderation this academic session to improve the speed of feedback to students. Next year we will introduce a December exam diet for Honours courses. We successfully applied for an RDP internship. The intern will help us organize social and extracurricular Politics events.</p> <p>New sessions on employability and innovation were made available for all students. These will be integrated into the 2B timetable in the next session. We continue to make efforts to use a wide range of course materials and integrate skills development into L1 and 2 timetables.</p> <p>We intend to reflect in the current session on ways of dealing with this pressure more effectively, and will discuss the possibility of asking course convenors to take the lead in making decisions with regard to short-term good cause applications.</p>



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<b>Centre for Open Studies</b>	
What needs work?	What action is being taken forward?
Creating interfaces between courses that might speak to one another but which are not necessarily within the same subject category (eg new CertHE/DipHE programme development)	Subject specialists are in the process of building more bridges between subject areas across the curriculum. There is evidence of student demand for this.
<p>A number of aspects of Short Courses use of Evasys need to be reviewed:</p> <ul style="list-style-type: none"> <li>• Need to improve students' response rate, particularly in some courses</li> <li>• Clarify the actual issues, where students' feedback appears to be negative</li> <li>• Some questions in Evasys seem inappropriate for language courses; there are also important questions about language learning which are not being asked.</li> <li>• Occasionally students can be rude or offhand in their feedback to tutors in the questionnaire and this can be demotivating.</li> <li>• The appropriateness of Evasys for half day/day courses (non-credit bearing)</li> </ul>	<ul style="list-style-type: none"> <li>• Need timely distribution of the Evasys questionnaire</li> <li>• A small group of Subject Specialists are meeting to see what improvements can be made to the use of Evasys questionnaires</li> <li>• Investigate scope to amend Evasys questionnaire, so as to elicit more meaningful student feedback</li> <li>• Subject Specialists to 'screen' collated returns before they are passed to tutors</li> <li>• Identify ways in which students can be helped to understand the purpose of feedback and how to give critically constructive feedback</li> <li>• A short bespoke student feedback form is being developed for half day/day courses</li> </ul>
In Languages (where there are 40 part-time tutors), in a small number of courses, feedback from students is not as positive as we would like it to be	The on-going provision of training opportunities for tutors to try and improve their practice as well as opportunities to meet with other tutors, share ideas and learn their good practice
Moderation of marking happens in rather an informal way (Access courses)	Discussion with tutors, Subject Specialists and others to establish more systematic moderation practice
Ongoing challenge with securing appropriate teaching accommodation (including, but not only, for the Counselling Skills courses and art courses)	<ul style="list-style-type: none"> <li>• The course leader and a senior administrator have met with central room bookings to discuss solutions for 2017-18 (Counselling courses)</li> <li>• Short Courses admin have developed a set of criteria to inform its response to Central Room Booking allocations; these criteria include the needs of students with a disability. The implementation of this will be monitored throughout 2017-18, to evaluate the effectiveness of this approach. Subject Specialists and tutors have been discouraged from finding 'local' and informal solutions to perceived problems.</li> </ul>
Seizing appropriate opportunities for taking learning beyond the classroom (eg museum visits or field trips)	This is already being done in several courses, and there is scope for broadening out the practice.

**Good Practice: Adam Smith Business School**

What practices are innovative?	Which of these would you recommend for wider dissemination?
Creating instructional videos covering key ideas that students can watch outside class	All
Use of Pecha Kucha in selected tutorials to give the students experience of presentations	

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Blending exercises, videos and case studies across topics within a course	
Peer review in formative and summative assessment	
Introduction of an audit simulation to give Accounting and Finance students experience of the audit process.	
Use of meeting logs/declarations of participation/requirement to disclose issues to the Course Coordinator before submission all tackle issues arising from free riders – and were highly praised by external examiners in Accounting and Finance.	
Supporting class discussion by introducing with ‘Think, Pair, Share’ sessions to encourage quieter students to participate.	
A range of mechanisms to obtain early feedback and, therefore, in-course improvements, e.g. minute papers.	
Use of Echo360 to record and upload lectures	
A revised approach to student-supervisor matching in Economics	
Design of exam questions in some courses which require students to draw on a wide range of topics	
Use of YACRS	
A Business and Management ‘away day’ to support the dissertation process	
Business and Management Honours course poster-based assessment in which students selected a prize winner	
Use of audio-visual feedback in a Business and Management Honours course	
Innovative Business and Management Honours courses in which students develop a business proposal, proceed to market and donate profits to charity and undertake ‘live’ consultancy projects for commercial organisations.	
Innovative assessment in Business and Management Honours course where assessment is based on a client-set digital brief, which is subject to peer assessment with students working in teams; uses social media	
Use of weekly bulletins across level 1 and 2 Business and Management and Economics to deliver information at the point when it becomes relevant and to reduce student email traffic	
Creating instructional videos covering key ideas that students can watch out with class	All
<b>Good Practice: School of Education</b>	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<p><b>BACP</b></p> <ul style="list-style-type: none"> <li>• ‘Feedback: students are required to use their previous feedback and indicate areas that they have taken cognisance of in order to enhance their engagement with the following course. This is both a formative and dialectic exercise. Feedback loop which is a hermeneutic spiral.’</li> <li>• ‘Peer Assessment: students have a criteria-led and guided peer assessment that helps them recognise what should be included within their formative assignment. Feedback provided is very specific.’</li> <li>• A range of assessment types, e.g. presentations (group and individual), mind-maps, visual frameworks, traditional narratives, self-evaluation, 360 analysis and formative feedback. (To include annotated reading list and multiple choice class tests for next year)</li> <li>• Moodle resources – consistently organised layout and content, i.e. every Moodle page contains the PIP, self-study guide which includes the level of study descriptors and every course is linked to the Standard for Childhood Practice. Priority is given to the ‘portability of the resources’. Powerpoint slides are available three weeks in advance to encourage flexible</li> </ul>	<p>*The first two examples have been recommended for dissemination across School and College, with examples available.</p>

independent learning.

- Self-study booklets available from Moodle and are regarded ‘invaluable tools’ for learning.
- Acknowledgement of different prior learning pathways in completing the programme. (A new course proposal will enable students who have completed all level 8 courses to complete the programme.)
- External Examiners and partners commended the team for having embedded all aspects of the revised Standard for Childhood Practice within the programme and that they had adhered to this. They also commended ‘evidence of moderation’ and ‘high quality feedback’ throughout.

**BTEchEd**

- Use of electronic and recorded feedback – Where this was employed, this approach has generated positive feedback from students.
- The ‘specialist input from external speakers’ (e.g. SQA staff and qualified teachers) has enriched student learning and general class discussion.

**BACD**

- Very successful implementation of the ‘Derive assignment’.  
(‘The Derive is a process of getting students to engage with the community’ through awareness of their surroundings.)
- Direct entry of HNC students to second year of study.
- Integration and expansion of the community-based programmes (e.g. Activate)
- Re-validation of the programme for 5 years – CLD standards.

**MARPE**

- Taking learning out of the classroom/lecture theatre is an on-going project, which usually leads to very positive feedback, e.g. ‘The religious safari provided a chance to explore Glasgow and experience religious practice outside the classroom and contextualise a religious experience’.

**CREDL**

- Employing ‘Prezi’ in the presentation of the course content as well as the tailored discussion forums for each of the units.

**MEduc/BEd**

- Electronic Registers are employed to monitor student engagement and attendance.
- ‘Move to more online interactive tasks’
- Strategies for enhancing teaching and learning, e.g. increased micro-teaching, use of ‘contribution sheets’ to encourage student involvement and collaboration.
- Students being given a choice with their written assignments
- Use of ‘Response to Feedback’ and ‘How I’ve addressed the outcomes’ forms
- Increased engagement with outside agencies including the National Museum of Scotland, Science Centre
- Ongoing collaborative links with schools, teachers, headteachers and local authorities

**PgDE**

**School Experience**

- ‘The developing relationships between university staff and school mentors and Regents in the Local Authority Clusters.’ This partnership is characterised by ‘trust and respect’.
- ‘The Partnership Model provides all assessors with opportunities to provide students with more detailed and focused reports based on ongoing formative and summative assessment experiences through Seminars, submissions of Weekly Reflections, Learning Observations (as teacher and as observer) and the final Joint Observation from both assessors.’

- CTC

\*The first two examples have been recommended for dissemination across School and College, with examples available.

\*This is useful to share with other institutions and local authorities beginning to engage with partnership model.

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<ul style="list-style-type: none"> <li>• Greater use of 'online resources, articles and video links to supplement lectures'.</li> <li>• Designated 'FAQ section included in Moodle site for questions relating to Catholic schools/placements, remits and assessment.'</li> </ul> <p><b>- PE</b></p> <ul style="list-style-type: none"> <li>• 'Sense of community of learning within this course partly fostered through the development of skills related to becoming a reflective practitioner'.</li> </ul> <p><b>- LTS/LTP/PE</b></p> <ul style="list-style-type: none"> <li>• 'These are high quality, academically rigorous, professional learning courses. The breadth and complexity of such courses needs to be acknowledged as does the commitment of the team who make a significant contribution to the supply of teachers in Scotland'.</li> </ul> <p><b>- Overall</b></p> <ul style="list-style-type: none"> <li>• 'Key themes inputs (series of lectures many of which were delivered by external speakers); enhanced understanding of integrated children's services'.</li> </ul>	
<b>Good Practice: School of Interdisciplinary Studies</b>	
What practices are innovative?	Which of these would you recommend for wider dissemination?
There are many examples of deep applied learning across all programmes.	
There are many examples of creative and interactive teaching.	
There are many examples of a variety of many creative modes of assessment.	
<b>Good Practice: School of Law</b>	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<u>Lecture combined with group work.</u> Students expressed appreciation that seminars were structured as part lecture, part group work. This was implemented in Criminal Justice [LAW3018].	Recommended
<u>Diversity of views.</u> Students expressed appreciation that a diversity of views was expressed, respectively, by two teachers, on the same topic and in the same class session. This was implemented in Comparative Constitutional Law [LAW4129].	Recommended
<b>Good Practice: School Social &amp; Political Sciences UG Studies</b>	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<p><b>School:</b> The creation of dedicated School level Methods courses ensures a much higher degree of methodological literacy (particularly familiarity with quantitative methods) across the School.</p> <p><b>CEES:</b> Some classes have adopted reflexive diaries and policy papers which were noted as</p>	All of these could be useful for colleagues across the University, with the obvious caveats regarding differences between the academic

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<p>commendable in the PSR.</p> <p><b>ESH:</b> Developing a close working relationship with Glasgow University archivists and special collections not only in the dissertation, but also in RESH 1 and individual Honours modules.</p> <p><b>Politics:</b> Our Level 2 courses offer an optional second essay, which allows the first essay to serve as both a formative and summative form of assessment.</p> <p><b>Social and Public Policy:</b> This year a new initiative in S&amp;PP was introduced on 1 course at Honours level which allowed students to co-assess their active participation with the teacher and counted towards their final grade of the course. Peer reviews were also summatively assessed for the first time in the Education for Citizenship Honours option, using Aropa software.</p> <p><b>Sociology:</b> Honours students are often not fully aware of the processes by which their assessed work is graded, nor of the various procedures which are in place to ensure rigour and consistency with regard to grading. Accordingly we drafted a new, plain-language guide to Honours marking – <i>A Quick Guide to Sociology Honours Marking</i> – which was circulated to all relevant students at the start of the session.</p>	<p>disciplines.</p>
<p><b>Good Practice: Centre for Open Studies</b></p>	
<p>What practices are innovative?</p>	<p>Which of these would you recommend for wider dissemination?</p>
<p>We offer a broad spectrum of assessment possibilities across the subjects taught, and we enable students to tailor assessments to their own interests as much as possible. In 2017-18, we will be trying out a blog with peer comment as part of the assessment on a new course (Archaeology, Classics and Egyptology).</p>	
<p>Seek students' views and ideas for new course developments (Archaeology, Classics and Egyptology).</p>	<p>Yes</p>
<p>Using Moodle as a tool to enable students who cannot attend in person to participate in a course online (Archaeology, Classics and Egyptology).</p>	
<p>The encouragement we give to tutors to consider how they should construct the physical layout of a classroom in order to maximise 'student talking time' in a language class, while simultaneously meeting the psycho-social needs of adult students (ensuring students constantly speak to different people, for example) (Languages).</p>	<p>Potentially useful to any other part of the University involved in language teaching.</p>
<p>We encourage tutors to attend another language class as a student, so that they are constantly reminded of what it feels like to be a learner: hopefully this gives them constant food for thought in their own teaching (Languages).</p>	
<p>We systematically provide training for new tutors, where we encourage a particular methodological approach to the teaching of languages, and then, having observed them teach, we provide them with written feedback to reflect on and discuss with us afterwards (Languages).</p>	
<p>The provision of non-credit bearing 'taster' courses. For example, the 'A One-Day Introduction to Spanish', and a similar course for Italian, which proved successful and we'll will now broaden out to other languages.</p>	<p>Yes</p>

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Variety of delivery methods to suit type of class, including: delivery directly in front of paintings in the art galleries; practical demonstrations and one-to-one tuition by practical art tutors; engaging students in student led discussion; and small group teaching (Art and Art History)	All
Engaging students in student- led discussion. Small group teaching (around 25 students) allows for discussion and reflection, something that is not possible in large lecture environments. This is particularly important when introducing a new or unfamiliar subject. It is also important in an area such as counselling skills where there is greater emphasis on interactive approaches.	
Variety of delivery methods, which includes: student-led discussions; student critique process; teaching build upon recent innovative research (Creative Writing)	

### Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?

Adam Smith Business School

Action:	Progress:
Student engagement and attendance, including learning beyond the exam and with critical thinking	As noted above, more progress is required but Accounting and Finance did take steps to improve this last year in redesign of courses/tutorials which did result in marked increases in attendance in level 1 but less so in level 2/Honours. Honours courses which require higher grades in pre-requisite courses experience notably better student attendance and engagement.
Use of 3-hour teaching sessions in Honours Accounting and Finance	Working better in smaller, more interactive courses but not in all despite attempts to redesign delivery to make them more engaging.
Assessment design in Accounting and Finance	Removal of objective tests at Honours level and a reduced proportion of group-based assessment with plans to focus further on the latter in 2017-18.
Improvement to the range of Honours courses	As noted above, this has been achieved across all Subjects.
Business and Management programme review	The curriculum was redesigned for implementation as follows: Level 1 and 3: roll out in 2017 Level 2: roll out in 2018 Honours: roll out in 2019 although some new Honours courses will be delivered in 2017
Timely return of assessment in Business and Management	The assessment calendar was introduced and allowed the Head of Subject to follow up late returns. The marking schedule was reviewed but concerns remain and the system remains under review.
Concerns about class sizes in Business and Management	A reduction in the Honours intake in 2016 and 2017 has eased pressure on class sizes but staff continue to be concerned about some venues.

School of Education

Action:	Progress:
<b>BACP</b> • Student feedback on more teaching input	• Greater time and effort was provided, e.g. more

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<ul style="list-style-type: none"> <li>• Full-day instead of half-day input for Practice Placement</li> <li>• Confusion over mentoring forms and mentor roles</li> </ul> <p><b>BACD</b></p> <ul style="list-style-type: none"> <li>• More provision/resources for adequately supporting the large percentage of WP students in the programme. (Due to lack of familiarity with higher education in general, this cohort of students has different needs, which are being met by the core staff team only.)</li> <li>• Greater flexibility with assessment methods. More flexibility with contact hours.</li> </ul> <p><b>MARPE</b></p> <ul style="list-style-type: none"> <li>• Considering a new approach to student assignment – multi-part assignments that are to be completed over many months.</li> </ul> <p><b>MEduc/BEd</b></p> <ul style="list-style-type: none"> <li>• Increased face-to-face contact on ‘What’s the Point (WTP)’ and ‘Education in Practice’</li> <li>• Revisit assessment methods for WTP, and consider grade percentage allocation for individual and group tasks</li> <li>• Avoid repetition on exam and essay questions for Education and Society (EAS)</li> <li>• Consistency in quality and quantity of feedback</li> <li>• Possible use of ‘Response to Feedback sheet’ across course</li> <li>• Further use of formative feedback, with a specific focus on grammar and technical skills</li> <li>• Complaints with respect to the reading demands and lack of guidance in relation to key chapters, papers, etc. in the Sociology course (SSPS). There was a perceived sense of disengagement in lectures.</li> <li>• The Student Placement System needs to operate more</li> </ul>	<p>teaching hours; focused mind maps; presentation on formative experience, e.g. studying in informal setting; and managing ‘student awareness of their responsibility and autonomy with regards to their studies’.</p> <ul style="list-style-type: none"> <li>• A full day has been allocated for the student-led seminars, which allows students to link their learning into practice.</li> <li>• No additional mentoring forms to be completed. The team will attempt to make mentor roles and processes more explicit with new students during Induction.</li> <li>• Issues were addressed through introduction of specific courses, i.e. ‘Introduction to formal and informal learning’. Likewise, student engagement with support services continues; students also attend the Induction aimed at raising awareness of the type of support that are available to students.</li> <li>• Discussion of the contact hours led to a tiered approach, i.e. 24 contact hours for 1<sup>st</sup> year students; 22 contact hours for 2<sup>nd</sup> year students and 20 contact hours for those who are in their 3<sup>rd</sup> or 4<sup>th</sup> year. Programme revalidation has allowed the team to be more flexible with assessment.</li> <li>• ‘The possibility of providing a series of draft completion dates for long, multi-part assignments undertaken over several months, discussed last year with the External Examiner, was implemented, with mixed results. The timing for the final submissions needs to be reviewed in the light of this year’s experiences.’</li> <li>• Achieved in academic year 2016/17 as planned.</li> <li>• Moved to ‘a better balance of group/individual tasks in assessment’</li> <li>• Reviewed by Course Convener following an overview of the EAS course.</li> <li>• Following conversations with staff, this was addressed during Staff Review and Development Day</li> <li>• The introduction of ‘Response to Feedback sheets’ has significantly addressed the complaints previously received from the students. This helped in actively engaging students in the feedback process, and in turn avoids students repeating the same mistakes.</li> <li>• Teaching staff and course conveners comment on good practice provided ‘examples of good work in relation to academic writing’ throughout their teaching, guidance and information posted on Moodle.</li> <li>• MEdud Programme Leader liaised with the SSPS programme leader to provide further guidance in relation to the reading demands in this course.</li> <li>• Admin Staff and Programme Leader defined</li> </ul>
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<p>flexibly in order to accommodate the placement needs of the MEduc Programme.</p> <ul style="list-style-type: none"> <li>• Quality and quantity of feedback needs consistency across markers and across courses</li> <li>• Attendance at moderation meetings for all staff involved in course assessment</li> <li>• A shared understanding between markers concerning what constitutes 'excellent', 'very good', etc.</li> <li>• Consistency in terms of script annotation</li> <li>• 'The BEd4 External Examiner has suggested that students might benefit from being offered the option of conducting a small-scale research study that would entail the need for ethical approval. The assignment requirements will be revisited by the team'.</li> </ul> <p><b>PgDE</b></p> <ul style="list-style-type: none"> <li>• 'Address students moving across campus frequently in a day. Seminars and lectures losing significant time. Some lectures moved to online access only.'</li> <li>• Continued scrutiny in the moderation process. Dates for moderation meeting are given at the start of term. Use of previous student work to enable early moderation</li> </ul>	<p>requirements for various years in MEduc 'to ensure placements operate as smoothly as possible'. There has been observable great improvement in this respect.</p> <ul style="list-style-type: none"> <li>• The role of moderation, highlighting 'agreed standards and exemplars' has been impressed on course coordinators and year leaders. This has greatly assisted in improving the quantity and quality of feedback.</li> <li>• Moderation participation/attendance was made compulsory. (Please also see the point made re: role of moderation, agreed standards, exemplars.)</li> <li>• 'Marking partners, moderation, and blind marking' have resulted in a more consistent and shared understanding of marking criteria for each of the courses'. New members of staff commented how they found this particularly beneficial.</li> <li>• The decision to move to online assessment led to the resolution of this issue. (Feedback is then provided in the form and 'next steps' are identified for students.)</li> <li>• Ongoing and currently being considered by the MEduc Year 4 programme.</li> <li>• This challenge continues to persist. Some teaching time is being lost because of the length of time required to move between some locations. (*Suggest full-time timetabler for SoE?) Even with online provision, the uptake of online videoed lectures is also low. Since students expressed their dislike of recorded lectures, the team will revert to face-to-face lectures.</li> <li>• There remains some 'inconsistencies in assignment support and feedback' despite the 'many very positive comments about individual and collective staff efforts in this area across all courses and school experience'. There is a need 'to continue to monitor and apply advice to staff especially at moderation and course meetings'.</li> </ul>
<p>School of Interdisciplinary Studies</p>	
<p>Action:</p>	<p>Progress:</p>
<p><b>PRE-HONOURS</b></p> <ul style="list-style-type: none"> <li>• Additional attention will be paid to the needs to HNC articulation students in their 'Bridging Course' and closer communication, particularly in semester 2 (after the initial close relationship that exists in semester 1).</li> </ul> <p><b>HONOURS</b></p> <ul style="list-style-type: none"> <li>• Level 3 dissertation will be dissociated from the MAPE workshops and convened separately.</li> </ul>	<p><b>PRE-HONOURS</b></p> <ul style="list-style-type: none"> <li>• The 2016-17 Bridging course was highly successful and closer contact was maintained with the cohort in semester 2 in relation to L2 courses SPP and RMSS.</li> </ul> <p><b>HONOURS</b></p> <ul style="list-style-type: none"> <li>• Workshops associated with the L3 ESS/HSP Dissertation course was successfully dissociated from</li> </ul>



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<ul style="list-style-type: none"> <li>Level 4 MAPE course: 1. a bank of new up-to-date scenarios are required from Teaching Fellows (to reflect attitude changes) then AF and JC could write these up for students' benefit. 2. Other members of the team to 'drop in' to this class to assist with groups presenting to each other to improve their active listening skills.</li> </ul> <p>PROGRAMME</p> <ul style="list-style-type: none"> <li>A lack of environmental/scientific based optional courses will continue to be an issue on the programme although Science, History and Culture is returning in 2016/2017. Choices for students are predominantly health and social policy and languages, with a few taking humanities options.</li> <li>A standardised spreadsheet for environmental grades will be used from next year for all courses, to include a histogram illustrating the previous year's grades with the current year's for comparison on performance of cohorts.</li> <li>A review of staffing needs within the HSP programme, particularly addressing areas of short-fall.</li> </ul>	<p>MAPE with good end of course feedback and relatively high quality dissertations.</p> <p>PROGRAMME</p> <ul style="list-style-type: none"> <li>The lack of environmental/scientific courses within ESS continues to be an issue as highlighted by student evaluations;</li> <li>The standardised spreadsheet is now in operation;</li> <li>Most of the staffing issues within HSP have been resolved.</li> </ul>
<p>School of Law</p>	
<p>Action:</p>	<p>Progress:</p>
<p>Revision seminars for exam preparation.</p>	<p>Managing students' expectations for the exam is of primary importance in QA. Course convenors are reporting that, on this issue, satisfaction is up this year; the level 3/4 liaison committee has also reported that some student complaints were made before the revision seminars had taken place, exaggerating the acuteness of the problem.</p>
<p>A problematic level 4 course, which had attracted student criticism with respect to organisation and assessment, was taught by entirely new staff.</p>	<p>The course is still attracting criticism on organisation and assessment; this is partly due to the form of the course inherited by the new staff who, due to the late departure of the previous staff, did not have the resources to design an entirely new course. The course, however, has been terminated, and will not again run.</p>
<p>To address the somewhat low return rates on EvaSys questionnaires, we took the decision to allow staff to use our former, mid-term system of eliciting feedback, as a means to gather wider opinion and uncover — and solve — problems early.</p>	<p>Progress is difficult to assess, as the very purpose of this companion method is to allow course convenors to address problems before they are reported on EvaSys. However, staff routinely express a high degree of confidence and appreciation for this additional method of eliciting feedback.</p>

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School Social & Political Sciences UG Studies	
Action:	Progress:
<p><b>School:</b> Quants Courses need to improve feedback delivery on assignments</p> <p><b>CEES:</b> Tighten up delivery of work which was due to secretarial issues.</p> <p><b>ESH:</b> Guidelines for Dissertation students.</p> <p><b>Politics:</b> Enhancing essay skills building as part of the pre-Honours curriculum. Increase the accessibility of online reading in large lecture courses. Enhance the quality and usefulness of feedback students receive for assessed work. Improve timeliness of return of course work and feedback to students. Improve engagement and communication with students</p> <p><b>Sociology:</b> A new statement of practice as regards UG Dissertation supervision, intended to make the responsibilities of supervisor and supervisee respectively, and to mark out indicative 'checkpoints' through the year. A new practice as regards the timeline for the first marking and moderating of Honours work.</p>	<p>Feedback response times have improved this year and we continue to work on them.</p> <p>This was much better thanks to support from the School.</p> <p>New dissertation pathway was implemented, guidelines now in practice. Additional support for dissertation students now being provided.</p> <p>Additional essay skills sessions were incorporated into the Level 2 curriculum. Level 1A used the library's online reading list exclusively, doing away with the list in the course guide. This made finding readings simpler, with clear instructions for locating journal articles and automatic prompts for the GUID and password when off campus. Based on feedback from student focus groups we introduced a new feedback form for in-course assessments. The new form has been well received by students. We have moved to end-of-course moderation to improve marking efficiency and improve feedback timeliness. We created a Politics Facebook page for our Honours students.</p> <p>The new statement was developed and agreed at Subject level and will be implemented this academic session. This marking timeline was implemented and proved much more effective.</p>
Centre for Open Studies	
Action:	Progress:
Expanding the provision to respond to areas of student demand (Archaeology, Classics and Egyptology)	In progress.
Expanding on course provision (Languages; and Creative Writing)	Achieved.
More provision in Blocks 3 and 4 needed	More provision provided in Blocks 3 and 4
Lack of coherent study packages for students	Considerable progress has been made in this area, particularly in history/politics. Students now have a broader choice of courses

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Cancellation rate.	This has been reduced due to more effective marketing.
Review of interview/application process to improve efficiency and provide clearer communication to student candidates on academic expectations (Access courses)	Interviews now always include discussion of the nature of Access. Group interviews have been introduced and are appropriate for many applicants, but need to go hand in hand with further marketing efforts so that significant numbers of applications can be dealt with at once.
Clearer course titles were needed (Creative Writing)	New clear course titles were given across a range of courses
Sharing of good practice e.g. assessments and innovative teaching methods (Languages)	Achieved
Enhance Short Courses' engagement with tutors to establish greater understanding of the services available to them and make clear the necessary practices associated with teaching non-traditional learners (Access courses)	In 2016-17, two meetings were held with tutors, and one-to-one support particularly of new tutors was provided. Tutor training days increasingly address nature of the Access student body
Utilise the tutor training day as a means to discuss the implementation of practice essays into the curriculum (Access courses)	Done. Will be repeated for 2017-18

**What matters (if any) need to be brought to the College or University's attention?**

College

**Adam Smith Business School**

- (Also applies to School) Dissertation ethical approval: the system does not work effectively. It is too slow and feedback was, at times, inappropriate – questioning the topic which had already been agreed by an expert supervisor. Outcomes were at times inconsistent: different outcomes for students with the same supervisors, seeking to complete similar tasks.
- Student attendance: issues with poor student attendance are experienced beyond the Business School and we would welcome the opportunity to look at this more widely.

**School of Social and Political Sciences**

- There is an on-going need to expand the use of technology in courses by student and staff for presentation and feedback.

University

**Adam Smith Business School**

- External examiners: the School has only recently understood the requirement to have external review of coursework and introduced this last year. However, external examiners are concerned about the increased workload and we are finding it difficult to recruit. Pay is often a factor in refusals to serve.
- Suggest publishing individual timetables on MyCampus as per common practice at other Universities, and avoiding confusion over which exam to attend where course names may be slightly similar.
- URKUND: reports are not adequate when plagiarism is detected and requires staff to undertake this manually. The software compares poorly with Turnitin which also offered a good marking tool, absent in URKUND.
- Earlier student representative training to enable earlier SSLC meetings in semester 1 so that earlier feedback can be used to improve courses while they are underway.

**School of Education**

- EvaSys - surveys produce extremely low return rates, which lead to a skewed picture of student feedback. As a result, they do not reflect the positive comments that the programme received through other modes of communication with students.
- Other specific suggestions and recommendations:  
Question 'Did you find the course stimulating' is not always helpful and some of our courses are compulsory requirements. We would prefer questions which focus on their level of learning. Closed questions are not always helpful. Valid points being made through this system, what is the Senate procedure for disseminating these results? Clarity needed on the procedure for this and how these results are shared within School/College/University.' (BACP)
- Rooms and facilities - students and staff travelling across the campus (MEduc/BEEd) and transition times between venues eating into teaching time.' (PgDE). Unsuitability of rooms, i.e. not large enough, insufficient space, unsuitable furniture for class activities. (MEduc/BEEd), (PgDE)

**School of Law**

- Course convenors have expressed a strong desire for seminar accommodation that permits or at least does not discourage student participation.

**School of Social and Political Sciences**

- A very significant rise in the number of students making Good Cause applications on the basis of mental health issues. The School is already taking measures to provide additional support to students in this regard, through the development of a new peer-to-peer support network, but concerned to note that a number of students reporting difficulties in accessing the University's Counselling Service. Adequate resourcing for that service seems like a crucial priority at present.
- Issues with room availability and with the quality of teaching accommodation – both in terms of size and accessibility. The main issue is that when teaching consecutive hours, staff have to move buildings,

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often across campus. This has a negative impact on teaching as well as student and staff satisfaction.

- Students continue to express concern about library space (lack of spaces for study, etc.).

### Short Courses

- Students on non credit-bearing courses do not have access to University facilities such as the Library and Moodle; lack of access to Moodle has been raised by some tutors as a barrier to innovative teaching and learning.
- Allocation of teaching accommodation needs to be fit for purpose, and more consistently assigned. Students may have specific needs (e.g. fitting their studies into a tight schedule; mobility needs; transport needs). Extend the criteria for allocating teaching accommodation (e.g. Languages needs rooms with movable furniture; the noise levels of languages classes prohibits the use of partitioned rooms)

### 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?

#### Adam Smith Business School

- Before the introduction of the calendars, it was already the practice in the School to notify students of return dates immediately following submissions/exams. The calendars allow students to see how effectively deadlines are being met across the programme and not only in relation to our own courses. This is probably helpful where we do well - Accounting and Finance returned 93% of assessment early or on time and Economics returned 90% (continuing from before) - although it is not reflected in their NSS results. It is arguably less helpful to publicise this when we have difficulties achieving deadlines which is the case in Business and Management although, student satisfaction with the timely return of feedback improved, as per the NSS results. The calendars and their visibility do, however, require the School to look more carefully at the obstacles to timely return of assessment and this process is underway.

#### School of Education

- Established approach: This is something that the programme team has 'been doing for years'. It is useful as enables staff and students 'to anticipate marking and feedback returns'. (BACP)
- Continuous feedback: The programme tends to give 'continuous' feedback throughout the year. The timing of feedback returns is indicated per course in the handbook. (BTechEd)
- Courses and assignments are across a range of areas: 'The information is not as fully and readily available from all areas' since students undertake courses and assignments across a wider range of subject areas. (MARPE)
- Recent introduction: As it was only just introduced, feedback can be offered next year. (BACD)
- Not applicable: This is not applicable for this online programme. (CREDL)
- Further consideration: To revisit with staff (MEduc/BEEd).

#### School of Interdisciplinary Studies

- There were some views that they were needless, disproportionate and overly bureaucratic and did not tackle the circumstances that led to failures to meet deadlines – in many cases, course convenors carrying high levels of teaching and subsequently marking at the end of semester 1. In large courses with no GTA support, they have highlighted the requirement of additional support to ensure timeliness of feedback.

#### School of Law

- The School of Law has been monitoring the submission and return of feedback for more than five years, via the Assessment Administrator in the School's Undergraduate Office. The monitoring arrangements have altered as new practices are introduced; the submission of formative assessments at level 4, for example, was regularised in 2015/16, and from 2017/18 will be monitored by the Undergraduate Office. The office records submission and return of assessments, in keeping with our policy to return assessments, with feedback, within 15 (for formative assessments) or 20 (for summative assessments) working days of submission. Feedback Calendars for levels 1 and 2 are published on Moodle; level 4 course documents

indicate the submission schedule for the (mandatory) formative assessments.

- Our experience of monitoring feedback therefore goes back many years. (1) LEVEL 1/2. All *formative* assessments are seen and monitored. Compliance with 15-day rule is very good but not perfect. The marks for all *summative* assessments are always recorded within the 20-day rule, even if the external examiner has not approved the marks as final, in which event the students are told their marks are provisional. (2) LEVEL 3/4. *Formative* assessments will be monitored from this year. Compliance with the 20-day rule for summative assessments is very good (est. 80%), the usual difficulty being, again, the turnover by external examiners. Where external examiners do not return materials within the time frame, the practice is again to record the marks as provisional and inform the students.
- Our takeaway: we find that external examiners will often require more than one week in order to do their task properly, and that to constrain external examiners, when more time is needed, would be harmful to the integrity of the assessment and the value of the feedback.

#### School of Social and Political Sciences

- All subjects reported that the feedback calendars, together with established local measures, have improved the feedback delivery process. This is something we continue to work on across the School.

#### Short Courses

- This has been a good development for the credit-bearing courses, and feedback seems more timely. Feedback is provided to students as quickly and effectively as possible (2 comments).

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

#### Adam Smith Business School

- School marking and feedback guidelines make provision for guidance and support but timescales are challenging when working with new or inexperienced GTAs and any requirement for re-marking within the timescales permitted can be very stressful. Business and Management are concerned about the process of recruiting and allocating GTAs within the Subject area.

#### School of Education

- Lack of reliance on GTAs: Since BACP is 'a professional programme', staff members are expected to come from the profession. (BACP)
- Although GTAs assisted the delivery of the programme through the School of Engineering, the programme team does not involve GTAs in programme delivery and assessment. (BTechEd)
- The programme does not have GTAs in their team. (BACD)
- Not applicable, especially for undergraduate courses (MARPE, CREDL, MEd/BEEd)

#### School of Interdisciplinary Studies

- The difficulty of utilising GTA support was suggested. The HSP programme has not used them and ESS has, though highlight the extent of support required.

#### School of Law

- In 2016/17, two GTAs participated in our Feedback Clinic, where they advised students on how to improve their skills and how to act upon feedback received.
- In 2016/17, in three courses at Level 1/2, GTAs participated in marking and giving feedback on formative and summative assessments. All marking was moderated by the respective course convenor.

#### School of Social and Political Sciences

- **ESH:** GTAs are given clear guidance what is expected (learning outcomes, written guidance and discussion points) for each tutorial and in coursework piece. We also provided advice on essay content and expectations for GTAs. Course convenors moderate a sample of each primary band from each tutor prior to handback, as well as moderating all coursework below D3. This includes reviewing grades and feedback and meeting with tutors one-to-one to discuss their marking and feedback.
- **Politics:** The course coordinator holds a marking meeting with GTAs for course essays and exams to discuss common expectations for each particular assessment and to create common norms of best marking practice

across the GTAs. Lecturers on the course provide marking keys for each piece of assessment. Both the distribution of marks and the nature of the feedback are reviewed in the overall moderation process for each assessment by the course coordinator. GTA handbooks have been written for all pre-Honours courses, providing greater clarity to GTAs teaching on these courses, and a general GTA handbook has also been written. Peer review of GTAs has been provided for all pre-Honours courses.

- **Sociology:** One possibility that might be worth considering is whether there could be a small pool of money made available which would give *post-doctoral* GTAs the opportunity to act as UG dissertation supervisors. This is a form of teaching which it is difficult for GTAs to gain experience in, and so the chance to act as a supervisor at that level might be welcome for them in developmental terms, as well as helping to relieve one particular pressure point amongst permanent staff.

#### **Short Courses**

- Short Courses does not employ GTAs, though it does employ a large number of part-time and hourly paid tutors. Tutors are provided with a handbook and in addition receive support from the relevant subject specialist (for example, moderation and double-marking) and the administration staff.

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

#### **School of Education**

- Issues specific to ITE: ITE within the School has been diluted into generic approaches to teaching. It is essential for the future success of the School that disciplines are maintained and that specialist staff are aligned to their areas of expertise in teaching and research. Many of the issues identified in NSS and student feedback are a symptom of reduced staff contact hours and [reduced] specialist input. The Dean of Learning and Teaching (CoSS) has previously stated that it is for the PL to decide on contact hours and that it should not fall to a general quota per credit.

#### **Short Courses**

- One Subject Specialist expressed concern with the amount of change gone through in the last few years, and considered that with each change, our identity becomes less defined. They further stated that one of our strengths has been the sense of community our students feel – they are Open Studies students and that identity comes across in student feedback; and that we are gradually surrendering that identity, and I think it will decrease the wonderful levels of engagement and the sense of belonging our students currently exhibit.