

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 (Dr Maria-Daniella Dick, College Quality Officer) [compiled from SAMS received from Schools of Critical Studies; Culture and Creative Arts; Modern Languages and Cultures, and Humanities; and from responses received from Professor Wendy Anderson, CoA Dean of Learning and Teaching, and Academic Standards Committee Response 19.5.2018, compiled by Dr Richard Lowdon, Senate Office]
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Reflection
<p>What is working well?</p> <ul style="list-style-type: none"> • The College undertook an extensive review of Exam Boards and Board of Studies in 2017-18, directed towards best practice. These involved the Dean and Deputy Dean of Learning and Teaching, Dean of Graduate Studies, College Quality Officer, Arts Advising, Learning and Teaching Conveners, and Senior Administrators. • In SAMS, several themes emerged throughout the College: <ol style="list-style-type: none"> 1. Positive results and student feedback <ul style="list-style-type: none"> • Each School extensively reported a wealth of positive EvaSys and NSS results across subjects for, e.g., diversity of assessment, quality of lectures and seminars, quality of written feedback and assessment turnaround times, rigour of marking, academic support, staff expertise, enthusiasm, and accessibility, research-based teaching, clarity of course structures, and use of learning technologies and VLEs. Further noted examples within this range include: <ul style="list-style-type: none"> • The School of Critical Studies (SCS) reports good working practices with GTAs across subjects; regular meetings, sharing of best practice, participation in GTA shadowing, and offering relevant personalised feedback from EvaSys evaluations. In English Literature Level 2 (EngLit), GTAs have been offered the opportunity to deliver a lecture, in order to enhance their attributes and career development. • The School of Culture and Creative Arts (SCCA) states an improvement in NSS results following work in the area of community-building at Honours. • The School of Humanities/Sgoil nan Daonnachdan (SoH) reported feedback from External Examiners on its deployment of Moodle across the School. • The School of Modern Languages and Cultures (SMLC) reported strong cross-College collaboration for English for Academic Study (EAS); 2. Quality of pedagogy and provision <ul style="list-style-type: none"> • Each School reported numerous, rich examples across subjects of strong results and positive feedback from students and External Examiners for quality of pedagogy, course range and provision. Examples of further good practice within this range include: <p>SCS</p> <ul style="list-style-type: none"> • In Theology and Religious Studies (TRS) Honours, the change to semester-long courses enhances cohort diversity by increasing the number of students, including visiting international students. • The Bachelor of Divinity programme notes the cohesive learning opportunities provided by relationship between course content and practice. • Use of Autonomous Learning Groups to enhance learning, community, and student experience in

EngLit.

- Medical Humanities reports a highly motivated cohort of 2 students, who ‘both graduated as First Class’ after taking ‘courses from a wide array of subject areas, including English Literature, Philosophy, Sociology, and Economic and Social History’, and were positive about the critical and research skills gained for their future medical practice. The students were ‘a vibrant presence in the College of Arts, regularly attending seminars and symposia,’ and founded a Medical Humanities reading group, which will continue next academic session. Medical Humanities report that this student led group may have actively aided student recruitment, with ‘13 incoming students for 2018-19’. Students praised small-group, workshop, and individual support offered to them in ‘their transition to Arts and Social Science study’, including ‘essential’ support from Dr Andrew Struan of LEADs and admin support by Mr Mark Law.
- In Scottish Literature (ScotLit), students welcomed the guest lecture by Anne Donovan, author of set text *Buddha Da*.
- The new Honours course in ‘Crime Writing in Scotland’ was warmly received.

SCCA

- Revamped History of Art (HoA) pre-Honours years have been successful, as demonstrated in the excellent run of results.

SoH

- Successful revisions to courses and development of new courses in Archaeology (Arch), Classics, Celtic and Gaelic, Information Studies (IS), and Philosophy (Phil). These include new blended learning courses (Arch), and innovative courses in Classics (e.g. ‘Feasting with the Ancients’), as well as pre-Honours revision (Phil), and topics in ‘Music Analytics’ and ‘Books as New Media’ in Information Studies.
- Information Studies note the successful deployment of senior students in pre-Hons labs.
- Feedback and assessment in Celtic and Gaelic was praised by External Examiners as ‘incredibly impressive’.
- Pilot numeracy skills session in Archaeology.

SMLC

- Interactive language work.
- Use of social media in teaching.
- The arrangement whereby UG language teaching is done by a Czech government-funded specialised language teaching assistant continues to work well.

3. Diversity of learning and assessment

- Each School reported strong examples of diversity in assessment, supported by positive feedback from students and External Examiners. Highlighted examples include:

SCS

- Diversity and innovation of assessment across the School, and subject commitment to graduate attributes and employability through events and awareness-raising.
- The College E-learning Innovation Officer, John Maguire, presented to School Council on effective use of Moodle, including for marking. The School held ‘Hackathon’ sessions in May 2018, covering a range of topics, including a session on ‘Simplifying Online Marking’.

SCCA

- Practice-based work for dissertation (Film and Television Studies [FTV]), and choice between 20 and 40 credit dissertation.
- New Senior Honours Theatre course, ‘Shaping Futures’, produced exceptional coursework and industry engagement.

SoH

- Information Studies employs a variety of learning activities and assessment methods in the dissertation course.

SMLC

- Oral, aural, and written exercises, delivered through traditional and innovative blended modes.

Form AM2 – College Annual Monitoring Summary - Review of Session 2017-18

What needs work?	What action is being taken forward?
SCS	
English Language & Linguistics – Plagiarism and bad academic practice problematic in home essay for Level 1.	GTAs given guidance to advise students on procedure and how to identify plagiarism; essay writing seminar to focus on academic ethics.
English Language & Linguistics – Very low response rate for Level 1B EvaSys (17%) and Level 2, despite reminders.	It is believed this is due to the disruption of industrial action.
English Language & Linguistics – Level 2 exam weighted too highly; weighting of topics in time too onerous; results of MCQ assessment disproportionately weighted towards A.	Addressed through Pre-Hons reform, to begin in new session, and to encompass assessment. Conveners and staff also held a meeting to discuss, reflecting on ILOs and student consultation to investigate new forms of in-term assessment (e.g. Moodle quizzes).
English Language & Linguistics – Level 2 students asked for seminar preparatory work, so that contact hours have a consolidating function.	Subject to explore ways of monitoring seminar preparation and contribution, requiring new guidelines for GTAs. It will hold a pilot test of formative online assessment as part of seminar preparation.
English Language & Linguistics – Problems with central timetabling hamper effective teaching and result in loss of lecture time.	The subject submits that it has repeatedly raised this issue in successive AMRs, with no apparent action being taken. It will continue to communicate these problems to CTT.
English Language & Linguistics – clustering of Hons deadlines remains a problem, as does amount of coursework.	Item for discussion at post-session subject meeting. Some assessments have been reduced in length, the redesign to take effect in 2018-19.
English Language & Linguistics – at Hons, high assessment loads, teaching loads, and admin burdens lead to delay in returning work, though always within targets.	Discuss how to further streamline return of grades in post-session meeting.
Theology and Religious Studies – a small amount of student marks affected by not submitting required work.	Students to be reminded work must be submitted.
Theology and Religious Studies – course content at Hons to be revised in line with staffing.	This is currently underway.
Theology and Religious Studies – presentation requirement can cause anxiety, and presentation occupies large amounts of class time, which can be limiting for courses that have dual enrolment with MTh students.	Discussion between staff about peer-review and assessment of presentations to explore best practice.
Theology and Religious Studies – Whether Level 1 and 2 BD courses should be delivered one day a week.	Alternative modes of delivery to be considered.
English Literature – Clarity and coherence of 1A lecture schedule.	Addressed in revised schedule. Lectures to be more clearly highlighted and reduced from 4 to 3 to improve focus. Key concepts and forms to be covered in series of podcasts to support lectures and provide blended approach to learning.
English Literature – Problems with electronic submission (new to L1 this year), e.g. submitting unopenable files.	Convener and admin to explore submission limit options for files, e.g. restricting to Word docs.
English Literature – Level 1 students have requested more lectures, and recordings; Level 2 students request more lectures.	Lectures have been revised for focus at Levels 1 and 2 (see above), and new podcasts and video/audio clips developed to complement lectures and give more guidance on specific areas (e.g. close reading), something that was requested this year in student

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	feedback. Streamlining of texts at Level 2 has allowed more slots for key concepts, as has move to electronic marking, which obviates need for a hand-in lecture slot.
English Literature – Level 2B Students asked for revision of lecture content away from biographical towards textual/conceptual.	This has been revised for coming year.
English Literature – Level 2 lectures and seminars felt at times out of sync.	While difficult to address due to lecturer availability and set seminar slots, in the new programme efforts made to offer consistency of texts across weeks, with seminars consistently following lectures.
English Literature – desire expressed for lecture recordings to be made available.	Discussed at SSLC and pre-Hons conveners' meeting. 'Current consensus is that it would not be practical or offer an engaging mode of learning. It is hoped that the proposed podcasts may go some way towards offering recorded material constructively'.
English Literature – The essay-writing lecture (LEADS) received mixed reviews, some students finding it helpful and others wanting it to have a more specific English Literature focus (Level 2).	English Literature contacts within LEADS will be contacted with a view to addressing this.
English Literature – Despite the diversity of the course texts in relation to genre and historical context, the range of authors could be more representative (Level 2).	For 2018 another female author has been included on the course. This will be revisited next year.
English Literature – Student feedback regarding the 'relevance' of some lectures on general themes or theoretical issues. Some requests to tie lectures and seminars more closely as well as more instruction on essay writing (Level 2).	Underline the rationale for the new course structure, the precise sequencing of lectures, the use of diverse lecturing staff and theoretical approaches to texts and clarify links between lectures and tutorials.
English Literature – at Honours, timetabling of assessment to ensure fair student and markers loads.	New assessment diary prepared in consultation with all colleagues.
English Literature – in Medical Humanities, difficulties identifying an appropriate dissertation supervisor in semester 1. Identifying appropriate supervisors (and not overloading individuals) may become more challenging with the larger cohort for 2018-19.	In semester 1, a list of available supervisors and their research interests will be circulated to the students. This list will include staff members teaching on semester 2 courses, who the students may not have had contact with themselves in semester 1. Staff members in appropriate subject areas, not teaching on courses taken by the Medical Humanities students, have also expressed a willingness to supervise dissertations, and will be included, as appropriate, on this list.
English Literature – in Medical Humanities, the external examiner noted some diversity of practice in the design of assessment and the availability of marker comments. However, she also noted that she understood that these differences may arise from courses being offered by different subject areas and Schools.	When collecting work for the 2018-19 exam board, the administrator will reiterate the need to include marker comments (and annotations) where available. The design of assessments will necessarily vary between subject areas.
English Literature – in Medical Humanities, more guidance regarding what different subject areas expected from students when choosing their courses for the year.	In the email to all students regarding course choices, students will be advised to attend carefully to the intended learning outcomes of courses.
Scottish Literature – Lecture recording at Level 1 requested in SSLC.	Subject to investigate options for/viability of recording lectures (to be raised with the incoming convener).
Scottish Literature – Room cap of 100 students reached for Level 1, and subject requires a larger room to accommodate both home and international students.	Subject to liaise with CTT [this issue has been actioned over the summer].

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Scottish Literature – Staff noted a low attendance of Level 1 class reps at SSLC, particularly in semester 2.	While some of the low attendance could be attributed to the period of industrial action, it was felt that the subject could highlight the importance of the role of rep in - and communicate expectations for - gathering class feedback.
Scottish Literature – Level 2 Language provision and assessment has clearly become a liability in the Level 2 course’s recent format due to its lower number of lectures spread too thinly across the two semesters.	After a consultation process through SSLC and through mass moodle mails with both past, present and future Level 2 student bodies; consultation with the EngLang staff who provide the Scots Language lectures; and consultation with the External Examiner, changes were agreed at the Board of Studies meeting.
Scottish Literature – in Level 2, the much –diminished exam time (from 2 to 1 hour), when the university imposed stricter rules on exam length aligned with course weight, did not allow students the room to show their abilities.	As part of that consultation process, the weight of assessment has now shifted in such a way that the exam will in future be 90 minutes long, which is a much more appropriate time scale for answering two exam questions.
Scottish Literature – Due to teaching contexts outlined in ‘themes that you wish to report to the University’ (lack of capacity and non-attending students) there were a disproportionate number of students with a ‘CW’ result in Level 2.	Action by the SA and its Level 1 convener to increase the capacity of Scot Lit level 1, which should help reduce the number of (mainly visiting) students who entered Scot Lit Level 2 only because Level 1 was not available to them.
Scottish Literature – At Hons, some student request for clarity around non-traditional modes of assessment.	Staff will investigate the possibility of uploading anonymised samples of such coursework to the relevant Moodles.
SCCA	
Film and Television – Delivery of Junior Hons course by a member of staff on a casualised contract raised concerns with students.	Content and reassessment of course was redesigned and a full-time member of staff is now to teach.
Film and Television – Weekly seminars by GTAs require closer monitoring.	Level 1 convener will provide GTAs with clear guidelines.
Film and Television – A section of the Level 1 course requires revision, per EvaSys feedback.	This section will be revised in 2019-20, when key staff return from leave.
Theatre – Despite repeated briefings and detailed information in handbooks, some students still report difficulty in understanding how their work is assessed.	Assessments will be seeded in Level 1 seminar discussion and developed as part of the Level 2 group project briefing.
Theatre – a large Senior Hons cohort placed pressure on class sizes and limited student access to first choice of options.	In addition to formal framework of SSLC, Theatre will work with class reps at each level to discuss developments and strengthen lines of communication.
Music – better support needed for new markers to ensure consistency.	This will be supported through Music’s Teaching Assistants’ Forum, and mentoring by course conveners.
Music – inconsistency in forms of feedback. External Examiner recommends sharing good practice between course conveners.	Conveners to share examples of feedback at next Away Day.
History of Art – Increased class sizes impacted on seminars and delivery of oral presentations.	Planning of programmes will begin earlier, factoring in study leave and REF strategic planning to ensure a full range of courses are run every year, and therefore more equal distribution of student numbers.
History of Art – Students have expressed some dissatisfaction with examination weighting.	This will be explored at a Teaching Forum meeting.
History of Art – Improving mechanisms by which subject liaises with GTAs.	There will be more meetings with GTAs, during and after the teaching period, to include structured guidance.

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History of Art – Level 1 students would welcome more exam preparation guidance.	Existing GTA remit to be enhanced, to offer exam preparation guidance at end of each semester.
SoH	
Archaeology – A particularly large Honours intake, along with staff leave, placed pressure on provision.	Fewer staff are on teaching leave in 2018-19, and a new appointment has been made.
Archaeology – Issues engaging students with Honours Theory and with teaching collections.	Use of group teaching to expose students to theoretical approaches, and the theory field trip (regarded by Externals as very innovative). Funding to be sought to purchase new items for teaching collections.
Archaeology – Revisions to Moodle have made uploading results significantly slower.	Workarounds developed and shared among staff.
Archaeology – Issues with accessing feedback from previous years' work on Moodle.	This issue is to be flagged to students in orientation week.
Classics – Progression from Level 1-2 in Languages courses is an ongoing and long-term problem.	Summer online Greek courses being run, and a Latin extension course in summer for those who were beginners this year.
Classics – Balance of Level 1B curriculum; level of engagement with different texts varies considerably.	Changes to course texts; more strategic care to be taken in setting exam/essay questions to make sure students are required to gain expertise in a wide range of texts from the whole course.
Celtic and Gaelic – Difficulty in External Examiners gaining access to Moodle.	Externals to be given more specific instruction and removed from past courses.
Celtic and Gaelic – Discussion about how to differentiate between very low grades on 22-point scale, e.g. 2 and O.	External Examiner was satisfied with discussion of grade descriptors.
Celtic and Gaelic – An issue existed with one course not being reviewed until the day of the Exam Board.	Staff instructed to follow Exam Officer's processes.
Celtic and Gaelic – Issues regarding the use of moderation and second marking, with some unhappy with the move to School standards as regard Level 1 and 2. Additionally, ongoing uncertainty over wordcounts (e.g. those writing in Gaelic need longer counts).	To be revisited at Subject-level meetings.
History – issues with quality of slides at Level 1B, large quantity of seminar readings, and lack of lecture recordings.	Reading and slides be discussed at 1B course meeting, in consultation with History 1A. Lecture recording to be debated further, but with University policy made clearer to students.
History – Ongoing concern among staff teaching on Level 1 courses at the increased amount of essay marking resultant from growing student numbers.	Plans to increase involvement of GTAs in essay marking under moderating conditions to be presented at subject meeting.
Information Studies – GTA support needs better connection between convener and admin/coordinator/training at University, School and Subject level.	GTA coordinator to flag up needs to convener.
Information Studies – Discussion at group level to better formulate a narrative of what a degree in the subject area means.	Discussion to be coordinated with upcoming review related to CILIP accreditation.
Information Studies – Greater cohesion across Level 1 curriculum.	Discussion to be held among students and key staff.
Information Studies – Development of grading rubrics across Level 1 and 2.	Discussion with key staff and L&T at School level.
Philosophy – Student dissatisfaction with assessment weighting at Honours.	Subject is engaging in a large-scale review of assessment practices in 2018-19 (delayed due to industrial action in 2017-18).

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Philosophy – Concern among Hons students regarding availability of information for Hons courses running in coming year; the timetable for course approval does not allow agility in subjects when new staff are appointed.	Subject is managing student expectation as well as possible, and has in the past expressed dissatisfaction with PIP and Board of Studies procedures, but note that recent changes do not seem to have improved agility.
SMLC	
Comparative Literature: inclusion of more non-European texts within programme and extension of pre-Honours practices into Honours.	Review of Honours provision during session 2018-19 will address these issues.
EAS: course administration, timetabling and assessment require review.	Production of course convenor's checklist; closer collaboration between ASBS administrators and EAS Manager at planning and timetabling stage; greater use of the integrated assessment task trialled with the Biomed group across the Bridging courses.
French: oral classes (Beginners, Non-Beginners, Level 1); low response rate to feedback and unconstructive responses (Level 1 Culture; Level 2 Language). Clarity and organization of Moodle (L2 Language).	The buddy system will be reintroduced and formalised to address students' sense of not being well-prepared for class (Beginners), while streaming of oral classes and increased mobility early in semester will be explored for Non-Beginners. Consideration will be given to explaining the importance of feedback and suggestions for how to respond. Moodle provision will be reviewed.
French: in Honours Language, essay preparation and nature of topics, and their grading.	Topics and Moodle will be reviewed. Issues related to grading will be discussed at L&T meeting.
German: greater opportunities/structuring of oral practice; non-Beginners grammar, language homework and practice in writing commentaries for Culture class	An additional hour for Beginners' language is being timetabled. Non-Beginners grammar will involve more group work, more homework exercises will be built into the programme. More guidance and practice will be provided in the Culture class regarding assessment exercises.
German: in Honours Language, more focus on writing skills and exam preparation.	There will be a separate writing in German and grammar hour, and tutors will work with past papers to practise for the exam.
International Mobility: reading and listening practice, formative assessment. Italian: Level 1 vocabulary learning, formative progress testing.	Uploading more listening materials to Moodle; devising Moodle quizzes as formative assessment. More activities in class and online to consolidate and expand vocab knowledge.
Italian Non-Beginners: use of target language.	More extensive use of the target language in class for instructions and explanation of points. Move to use target language in class more extensively.
Italian Honours: cohesion and focus of range of topics and themes covered in oral and written classes.	Review of structure, order and presentation of topics, including Moodle pages structure. Implementation of new Jun Hons assessment pattern.
Polish: online provision for Level 1.	Driven by the NLA, expanding the range of exercises available on Moodle.
Portuguese: Improve students' awareness of what comprises 'feedback' (e.g. anecdotally, students seem to disregard tutor's comments on homework as 'feedback' when reporting on EvaSys).	Raising students' awareness of different elements that constitute 'feedback'. Use of a feedback journal.
Russian: the complexity of certain texts for translation from Russian (Level 3).	These will be reviewed and closer alignment with other elements of the programme will be addressed.
Spanish: Student preparation before class; dealing with mixed ability groups.	A weekly email to class reminding students of what they are expected to do; further streaming of language

	classes.
Spanish: Culture 1 and 2: more information on assessment methods.	Development of appropriate handout by convenor.
Inconsistency of assessment methods across School.	Implementation of standardised assessment methods.

Good Practice	
What practices are innovative? (Please include a named contact for each piece of innovative practice) – <i>n.b. where a named contact is not given, I have named the current Head of Subject (MDD).</i>	Where, if anywhere, would you disseminate this innovative practice?
College of Arts Learning and Teaching Moodle (Dr Karin Bowie, Professor Wendy Anderson).	University Learning and Teaching network and conference; LEADS; other fora, as appropriate.
Practice-based assessment at Honours FTV. Ian Garwood introduces students to his own AV material in both Hons and Pre-Hons.	Staff meetings; LEADS;
Talk on student mental health included in lecture programme (EngLit: Dr Helen Stoddart, with Dr Maria Gardani [Psychology]); this was widely welcomed.	University Learning and Teaching network and conference; LEADS; as above, to be incorporated across courses and levels.
Technology-driven learning: <ul style="list-style-type: none"> • Blended learning for pre-Hons and Hons courses (SoH; SCS) • Use of OU Blogs plug-in for submission of assessed blog exercise for 'Scottish Journeys' course (HoS Professor Gerry Carruthers). • Online lesson in ScotLit 1B, based on subject essay style sheet, to improve written presentation skills: this had to be completed to access essay questions (HoS Gerry Carruthers). • Online formative practice exercises, particularly appealing to students taking language courses in other areas, and formative online course component (English Language & Linguistics [ELL], 'Old English Language'). • App created to support Modern English Grammar provision in English Language & Linguistics 1A, along with course booklet (rather than textbook); together, these reduce expenses for students and ensure resources are aligned with materials (HoS Professor Marc Alexander). • Optional interactive activities built into lectures (ELL, HoS Marc Alexander) – optionality resonates well with students experiencing high anxiety levels. 	University Learning and Teaching network and conference; LEADS; across College Learning and Teaching fora.
Incorporation of LEADS essay-writing lecture into pre-Hons lecture timetable (EngLit, HoS Helen Stoddart).	As above
Flipped classroom: <ul style="list-style-type: none"> • Pre-written reflections to enhance contact hour seminar discussion; presentations require to end with questions to demonstrate comprehension of key issues; peer feedback on reflections, enhancing class contribution (TRS, HoS Dr Scott Spurlock). • 'Shaping Futures' – group oral presentations and group-authored report in response to creative industry brief (Theatre, Dr Vicky Price) 	As above CoA Sen Hons and work placement courses.
Field trips (across EngLit; ELL; TRS; ScotLit) – e.g. to places of worship; collections; reading retreats. These enhance learning and community .	As above

GTA engagement: <ul style="list-style-type: none"> • Tutor pack, devised by GTA and augmented each year (EngLit, Hos Helen Stoddart), giving teaching tips, advice, etc. • Fortnightly meetings with course staff to brief GTAs, a forum for ensuring communication of course information, discussing materials, and gathering feedback; it fosters collegiality and allows for sharing best practice (ELL; EngLit). • Personalised feedback from EvaSys for GTA development; while time-consuming, essential for career progression (Celtic Civilisation [CeltCiv] [HoS Dr Sheila Kidd]; ELL [HoS Marc Alexander]). 	As above
Decolonising of aspects of the curriculum (Stefanie van de Peer, FTV).	Stefanie van de Peer to present this work at University level.
Object-based learning , using University collections and local collections (HoA, EngLit).	Cross-University, as appropriate
Credit-based work placements (SCS, SCCA).	Cross-University, as appropriate
'Applied' assignments and exercises (HofA) (Portfolio course – e.g. exhibition review, labels, proposals).	Cross-College, as appropriate
Invited presentations from industry and cultural organisations in Digital Media Information Studies (Dr Ann Gow).	Cross-College and University, as appropriate
Use of blended learning across all language classes (German).	Within SMLC.
Self-evaluation section of dissertation , highlighted as 'clear example of best practice' by External Examiner (French).	Within SMLC.
Collaboration with the Bibliothèque Nationale de France on Voltaire's <i>Candide</i> (French Culture, Level 1).	
Video learning via YouTube and Moodle (French Level 1 Language Non-Beginners).	Within SMLC and cross-University, as appropriate.
Use of an immersive real-life business scenario to structure the Advancing English for Business Writing course – allowed students to understand how different forms of communication in business contexts interrelate; clear link to graduate attributes/employability (Riccardo Galgani).	Possible relevance to other EAP courses with a strong applied focus, eg engineering (EfCS).
Czech on-line course (Dr Cermakova); use of H5P quizlets for developing vocabulary skills and testing grammar in Polish Level 1 (Beata Subczak).	VLE group.
Use of Moodle blogs and Moodle scheduler for EAP 2 (Iwona Winiarska Pringle and Jolanta Hudson).	VLE group.

Closing Loops	
What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
In the College, actions were identified in the last annual monitoring cycle at College and University level. In addition, all Schools reported progress on specific actions identified for work within subjects in the last annual monitoring cycle (details available via SAMS).	Responses at College level are provided in Appendix 1, attached (<i>responses provided by Professor Wendy Anderson, CoA Dean of Learning and Teaching</i>).

At University level, the following actions were identified in a digest of CAMS by ASC. A response was given in Academic Standards Committee Paper of Friday 19 May 2018, Response to issues raised in the Undergraduate	
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<p>and Postgraduate College Annual Monitoring Summaries 2016-17 (<i>Dr Richard Lowdon, Senate Office</i>). Relevant excerpts from this response are provided in 'Progress' column, to update CoA staff.</p>	
<p>Quality and Suitability of Teaching Spaces</p>	<p>'The following response was received from Estates and Buildings in relation to these issues: "The University has recognised the current challenges in providing high quality teaching space across all parts of the campus. As a result the first project which has been approved under the campus development plan is the Learning and Teaching Hub. The University Court approved the business case for this project last December. Work starts shortly and the University will invest nearly £90million over the next two years to deliver this brand new facility. The intention is that it will open in 2019.</p> <p>To enable the new building to be developed the current "Maths and Stats" building will have to be demolished and the staff and students from the School will move to new temporary accommodation in Easter.</p> <p>The new building will provide new lecture theatres and study spaces as well as spaces for group working and will help address many of the issues raised in the monitoring process.</p> <p>In the interim the University continues to carry out refurbishments and enhancements to teaching space and have focused in 2016 on trial new ways of teaching. In 2016 new TEAL teaching rooms were opened and these have received positive feedback.</p> <p>In the last twelve months estates colleagues have also introduced a new process for inspections of teaching spaces so that minor repairs can be picked up more regularly. Estates however remain reliant on users of the rooms to let us know of any faults they may see. Were there at specific maintenance issues raised in the comments then these will be investigated".</p>
<p>MyCampus and associated administrative and technical workload</p>	<p>Response to University feedback from Student Lifecycle Support and Development (the Service provided feedback on specific issues raised by other Colleges, but the below is an excerpt pertinent to wider issues raised by CoA):</p> <p>"[...] Much work has been undertaken to improve usability of MyCampus since its introduction in 2010 and it is regrettable that this College [Science and Engineering] has seen no benefit. As users become more experienced in the use of systems following initial implementation; as the system developers learn about new functionality; and as business process change, there can be</p>

	<p>opportunities to make enhancements. SLSD actively encourages feedback from staff through SupportWorks, Specialist User Groups (Advising, Timetabling, Student Finance etc.) and the Registration & Enrolment Operations Group, or through Future Functionality requests. SLSD would welcome the opportunity to work with the College to better understand the specific difficulties they believe are caused by MyCampus and the existing coding/configuration”.</p>
<p>Student Mental Health Support</p>	<p>‘The following response was received from the Clerk of Senate:</p> <p>“In 2014 CAPS piloted a peer mental health support system in the School of Veterinary Medicine, with student volunteers being trained by CAPS staff in basic counselling skills. The student volunteers act as peer supporters to their student contemporaries. CAPS manages the process overall, setting up a support network with the volunteers continuing to receive group supervision. Following the success of the pilot, the scheme has now been rolled out to the Schools of Medicine, Dentistry, Law, Social & Political Sciences and ASBS. CAPS has noted a drop in referrals to the Service by students from participating Schools. In addition, following a discussion at Council of Senate in June 2016, it was agreed that extra resource would be sought for CAPS and would be folded in to the annual budget round discussions in early 2017”’.</p>
<p>Moodle and University IT Provision</p>	<p>‘This issue remains under review and responses have been requested from IT Services with regards to the functional and technical limitations of Moodle and the requirement for specialist training, PC cluster provision, and the IT service provided at the Dumfries Campus through the University of West of Scotland’.</p>
<p>EvaSys</p>	<p>‘Issues relating to EvaSys have been raised at the EvaSys Advisory Board. The Board has also conducted a Policy review where Schools and Research Institutes were invited to provide feedback on EvaSys and the Course Evaluation Policy. This review has resulted in several changes being made to the Policy. Additional and updated Guidance for academic and administrative staff is being prepared’.</p>

Please reflect on any themes that you wish to report to the University

College

College-wide themes:**Mental Health and pastoral support**

- It is submitted that there are increasing numbers of students with mental health issues and complex home and personal circumstances, impairing ability to study. This places the onus on members of staff to provide significant support, even where referring students to other services (advising; counselling services; GP). More support is needed for both staff and students. Waiting times for counselling are unacceptable, and while being able to point students in the direction of appropriate services is helpful, knowing that the support is so stretched is ultimately dispiriting.

Teaching Space and Central Timetabling

- Ongoing systemic problems were reported by all subject areas (see also 'Hot Topics', below). These are detailed at length and in detail in all SAMS and include widespread and universal problems with allocation of multiple venues to the same courses (esp. Levels 1 and 2); changing of rooms at short notice; inadequacy/unsuitability of size; inadequacy/unsuitability of space for purpose; inadequacy/unsuitability of provision of furniture and basic required teaching aides; inadequate technical equipment and support thereof; poor communication from CTT with administrators and conveners; lack of proximity of teaching spaces; issues with provision of local space; and issues with CTT regarding accessibility requirements and provision for students with disabilities.
- It is noted that this has now become a recruitment issue, in that the problems arising from room bookings are frustrating growth of subject numbers. Scot Lit, for example, reports that its popular Level 1 course is artificially capped at 100; as a further implication, JYA and Erasmus students, who in many cases are required by home universities to do a 'Scottish' course, are recruited to Level 2, where they can struggle to meet requirements.
- Administrators report that numbers of incoming students are sent too late, after CTT has already requested student numbers. This could be resolved through timing both together.

School-specific:**New CoA Building**

- SCCA requests more information on progress and consultations over new building, in particular the design and specification of the Concert Hall.

Computing Resources

- Archaeology requests further investment should student numbers continue to increase, as there is a strain on current resources due to demand for provision of digital and other computing training.
- Information Studies requests access to technical support out of normal hours for lab provision.

GTA Budget

- English Language & Linguistics requests that College allocated more funds in the budget for GTAs. ELL note it is crucial that the GTA budget be increased to ensure the sustained high quality of workshop teaching on English Language & Linguistics Level 2 courses. Without adequate GTA support, lecturers face an excessive teaching and marking load, and the students are deprived of the opportunity to experience diverse teaching and support. As indicated on the EvaSys feedback forms and SSLCs, students particularly appreciate learning with and from postgraduate GTAs, whose careful preparation and enthusiastic facilitation of the workshops is integral to the courses. The fact that the tutors are also closer to both the material and most students' own lifestage is consistently regarded as a key factor in facilitating student learning and enhancing their experience of the course. An insufficient GTA budget will compromise these benefits substantially.
- English Literature report that the reduction of GTA office hours to weekly half hours puts additional pressure on vulnerable staff already squeezed financially, especially in terms of the work put in. If presentation feedback is to be completed in half an hour per week this realistically leaves no paid time for the drop-ins that invariably pile up around essay/revision time.

Exams

- English Language & Linguistics note that exam marking through booklets is cumbersome, and poor

handwriting can make it difficult to match student ID numbers with their records. They would like to implement a system that uses the Teleform scanner for exam essays, so that both grades and student IDs can be recorded on a template, and then automatically scanned. This would minimize data entry and the inevitable associated errors.

Evasys

- Scot Lit request more College-level resourcing of Evasys, particularly machines for processing offline Evasys forms in every school plus admin support to help capture student feedback and process it quickly.
- Concerns about Evasys were also raised for attention of School and University, particularly regarding low completion rates.

Learning Technology support

- Staff in SCS report that College E-learning Innovation Officer, John Maguire, has provided workshops on how to use the Moodle effectively; these as well as his day-to-day support, have been very well received.

University

College-wide themes:

Mental Health and pastoral support

- It is submitted that there are increasing numbers of students with mental health issues and complex home and personal circumstances, impairing ability to study. This places the onus on members of staff to provide significant support, even where referring students to other services (advising; counselling services; GP). More support is needed for both staff and students. Waiting times for counselling are unacceptable, and while being able to point students in the direction of appropriate services is helpful, knowing that the support is so stretched is ultimately dispiriting.

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- Administrators report that numbers of incoming students are sent too late, after CTT has already requested student numbers. This could be resolved through timing both together.
- There is a further concern that issues raised each year through the annual monitoring process are not actioned by services.

School-specific themes:

Exercise of Discretion in applying degree award criteria

- It is submitted that the current system of allowing subject areas choice in the application of discretion when considering degree award criteria is unsustainable; e.g. Philosophy notes that it has been reported as such by External Examiners. Different applications of discretion between subject areas leads to significant problems in joint exam boards, and a need is perceived for a policy that applies University-wide.

Dissertation grading in relation to degree award

- SoH notes that current regulations state that if a student receives a Fail mark for their Honours dissertation, they fail their degree entirely. It proposes that this regulation should be reviewed.

Calendar and University policy

- SCS requests that the University permits submission deadlines to be set outside semester dates, to balance workload for students.
- SCS requests that session dates for future sessions might be released earlier to allow future planning.

Software provision

- Film and Television report that pre-Honours teaching would be significantly enhanced were the University to subscribe to a cloud-based version of Creative Cloud, and make it available to staff and students. It would allow staff to develop editing/digital post-production activities designed to assist students in critical thinking, and help to answer student requests for practical activities to be embedded in the curriculum, in a manner appropriate to the principles driving the programme. The lack of practical opportunities has been the key issue identified as a negative by students in the NSS over a number of years.

Moodle/VLE

- Please see 'Hot Topics' below for reports on use of Moodle for electronic marking, Moodle marking interfaces and Urkund.
- It is logistically difficult for new staff to supply materials online in advance of courses, as requested (TRS).
- Concern was raised over competing drivers: balancing the provision of material on Moodle for accessibility purposes with a noted impact on attendance when all material is made available in advance (TRS).
- History of Art furthermore reports staff disappointment over student feedback regarding the amount of reading expected on a course, which 'compounds the sense that, for all its benefits, the downside of Moodle is that students rarely look beyond the materials uploaded there. It results in passive learning, reduced student confidence and unremarkable exam performance, which all have implications for students going on to take postgraduate degrees. Jun Hons students were critical of courses where they were expected to search out articles and publications in the library – they expect all their course readings to be scanned and placed on Moodle. Staff are reluctant to do this as it means that students do not acquire skills of library research at dissertation and Senior Honours level'.
- Information Studies suggests that MyCampus ought to be developed to produce gradebooks, thus avoiding the development of subject-based spreadsheets. Gradebooks are currently available but cannot be customised well enough to create spreadsheets without considerable administrative effort.

LEADS and Academic Writing

- SCS staff perceive a gap in writing support between the basic skills offered by the Academic Writing Service, and the more advanced skills LEADS can foster. Students repeatedly have issues with errors in basic technical details, grammar, and essay structure: it requests that the University find a way to offer student writing support that closes the gap between basic AWS skills and advanced LEADS skills.

Hot Topics

Do you have any comments on the following topics?

1. The University has recently established a working group on teaching space refurbishment. What points, positive and negative, would you like them to be aware of?

The following themes emerged in the full comments submitted by Schools (please also see 'Teaching Space & Central Timetabling' under 'College' and University', above):

Fitness for purpose and provision of space

- There are multiple reports of teaching delivery and strategic innovation being impeded by space: for example, Philosophy has had to take the step of reducing contact hours and move to online lectures (reporting student unhappiness at doing so) because it does not have access to large lecture rooms to deliver teaching. Large interactive core courses require suitable accommodation (EngLit).
- All SAMS report that it is becoming increasingly difficult to find classrooms (both lecture and seminar spaces) fit for purpose. Lecture rooms also need to be consistent throughout the semester, to ensure attendance. Teaching rooms are often unfit for purpose: e.g. lecture theatres being allocated for seminars, which instead require flexible seating for small group work or flat-lay space with a large table for round-table discussion.
- It was generally submitted across all Schools that TEAL rooms are not suitable for all types of pedagogy. SCS

reported that instead more medium-sized lecture rooms of 150-200 capacity are required, as are smaller appropriate lecture spaces for 50-150 students, and proper seminar space. It was held that TEAL spaces are not being used as intended, and that if staff are not trained to use them, then the space could more effectively be deployed in another capacity. SoH report that the use of TEAL spaces appears random, and the operational model does not work with pedagogical needs. Further, SCCA states that TEAL rooms should include sonic capacities (e.g. provision of headphones).

- Use of space needs to be considered: some refurbished rooms do not use space well, and new buildings are designed with a central atrium and thus loss of usable teaching area (SCS).
- Appropriate space should be provided for GTAs and casualised staff: all staff should be able to access a professional and private working space to converse with students when necessary.
- While newly refurbished rooms are welcome, proximity and use of space across campus remains an issue.

Use of local space

- It was reported that subjects are being limited by the provision of their local space to CTT, which leads to lack of usable local space/unsuitable provision of space, and atomises subject communities, affecting staff and student experience.

Equipment and staffing requirements

- All SAMS submitted that buildings should have adequate facilities personnel on-site during class hours, to ensure response to technical difficulties. It is noted that lack of on-site facilities makes it difficult to satisfy accessibility requirements. All teaching rooms must have technology capacities, and these should be supported by in-house technicians as well as janitorial staff.
- Lack of basic functions impede teaching delivery and student experience: e.g. constant elevator malfunctions in Boyd Orr lead to consistent delays in starting seminars on time and interfere with legal accessibility requirements; rooms with whiteboards do not have erasers; seminar rooms require large tables, rather than chairs with attached desks; adequately functioning lecture recording facilities are not always in place.
- When considering basic requirements, subjects ask to be consulted on their needs: e.g. sizeable whiteboards and visualisers for language classes are a necessity, as are sound-proof rooms with technical equipment for Music, and black-out facilities and large screens to show slides for History of Art, etc.
- Furniture in many teaching spaces is heavy to the point of being immobile, making configuring classrooms to cohort needs impossible.

Communications

- It is reported that communication surrounding the teaching space refurbishment has caused issues (Celtic and Gaelic). For example, rooms due to be refurbished over summer in University Gardens have been blocked off for booking since teaching stopped but work did not actually commence until June, although these rooms were needed in the interim period for meetings, student presentations, etc.
- SMLC noted multiple occasions on which disruption due to noise across campus (and especially around Sir Alexander Stone Building) was reported by staff across 2017-18.

2. To what extent do the courses/programmes that you teach on use online marking and what has been your experience of this?

- All Schools reported using electronic submission, marking and feedback, although each also reported it was a) not used in every subject and/or b) universally in subjects that do employ electronic marking policies (see below).

The following represents a digest of recurring comments:

Workload

- There is a hybrid practice, whereby some subjects mark and give feedback fully online, while others mark on paper due to the issues with the system/workload detailed below. In some subjects, there is divergent practice among staff between the two modes.
- Often, even where fully online marking is used, the problems with the fitness of the system mean that work has to be downloaded, annotated in MS Word track changes, and reuploaded – schools have produced local workarounds to enable this, in order to get round the lack of ability to provide feedback in Moodle, but it significantly increases workload.
- A third option for some staff involves a preference to print off, annotate, scan and reupload essays, which is time-consuming, but it was generally reported that electronic marking is also time-consuming and takes longer than paper marking even were the system to be fully functional.
- Further to the above, where fully online marking and feedback is used, it was widely reported across all schools that it takes significantly longer than paper marking, adding to academic staff workload even if it is reducing administrative workload. This is not due solely to the issues with the system (see below), but with the medium itself: paper marking is felt to be more responsive for essays than electronic.
- Often, considerable administrative support is needed for electronic submission and marking, thus increasing both academic and professional services staff workload.
- Regarding resources, it was stated that electronic marking is not more environmentally friendly than paper submission (due to energy and material considerations).
- Issues with the fitness of the system (see below) impact upon workload.

Health & Safety

- It was reported at several points, and across schools, that online marking is physically and mentally more tiring, and that it has implications for eye health and postural problems, due to intensity of screen time; these health and safety dimensions are currently unrecognised in the policy.
- See also 'Workload'.

Pedagogy

- Feedback from multiple subjects stated that the range and quality of online feedback is comparatively poorer, due to the limitations of both the medium and the systems (see below). It was reported that students better engage with handwritten annotations as formative feedback, and the further point was made that handwriting indicates to students a personal engagement by academics with their work.

Fitness of Systems and support

- It was widely reported that, where electronic marking is being used, Moodle with Urkund is proving very difficult to work with in regard to assessment submission, provision of feedback, and return of work with comments and grades (see below). ELL wish to know more about alternatives to Moodle currently being trialled, or alternatively suggests a return to Turn-It-In.
- While online marking works for some exercises (for example, online grammar tests and homework assignments in SMLC), for the majority working with essay-based assessment it can be problematic. Adding to workload (see 'Workload' above), it is difficult to give appropriate annotated feedback to students (e.g. it is virtually impossible to place a text box with comments exactly where needed) – this limits the provision of detailed feedback, increases marking and admin time, and limits best practice due to the issues with providing annotations in Moodle. Staff thus have to download work, mark the script with track changes in MS Word, and reupload, in order to provide appropriate annotated feedback on essay scripts. This also applies to final overall comments/feedback: there is limited functionality for this in Moodle, therefore the final comment is placed on the script in MS Word.
- Some subjects welcome efficiency after initial issues with the system (History and Phil; Czech; German), and

also welcome associated benefits such as anti-plagiarism software (Phil), ability to undertake electronic peer review (Classics), and the ability to moderate and edit GTA marking (Celtic and Gaelic).

- Others report further software limitations: changes to most recent version of Moodle slow down the process of entering results (Arch); though the online marking system in Moodle is improving, it does not have flexibility to allow for different grades, e.g. multi-element grades for one assessment/ group marks and individual marks/commentary and performance marks.
- Moodle assignment plug-in cannot be used for timed exercises, and quiz plug-in is unfit for purpose as it does not allow use of 22-point grading scale or annotation (ScotLit) – a form of innovative assessment therefore will have to be dropped in 2018-19 because the system cannot support its use. It is noted that, if online marking is to succeed, the appropriate levels of software (Moodle and Adobe) are required.
- If a student has submitted in PDF, the script cannot be annotated because the version of Adobe licensed by the University does not allow for it.
- Schools report having to develop local practices (cf. e.g. SCS ‘Hackathon’, above) in terms of how to administer/encourage online marking, and across Schools it was submitted that it would be useful for a streamlined university practice to be established that takes into account the above issues.

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

Industrial Action

- It was reported that, as expected, industrial action had impact on semester 2 activities.

Appendix 1

Arts UG CAMS 2016-17: Items for College attention

This document offers a response to each of the items raised for College attention in the 2016-17 College Annual Monitoring Summary, itself a collation of the four School Annual Monitoring Summaries. Responses were drafted by Wendy Anderson, Dean of Learning and Teaching, with input as appropriate from colleagues in the College.

1. Timetabling and Central Room Bookings. All Schools drew attention to issues with Timetabling and Central Room Bookings, which continue to prove disruptive and challenging to staff and students alike (see also 'University', below – items raised under this issue pertain to College in this instance, but may be read in conjunction with 'University' comment for context).

SoH

- There is a disjunction in timetabling of the academic year, whereby there is a lack of coordination between postgraduate and undergraduate taught courses: PG students do not begin until two weeks into UG teaching, but take courses which run in tandem with UG courses.

- There is a need for coordination of courses available for students to take outwith their Honours subject (Information Studies).

SMLC

The School is reviewing internal processes to minimise late timetable changes and provide more timely information, but lack of IT and administrative report for timetabling at School level means weeks of academic time are spent manually constructing a School timetable, a complex process vulnerable to human error. SMLC requests resources to free academic time from this work and to deal with the task more efficiently, which would in turn reduce the number of change requests that put pressure on CTT and impact student experience at the start of the year.

Timetabling disjunction. Confirmation was sought about the nature of the disjunction, given the common start-date for UG and PGT students. The Subject in question (Celtic & Gaelic) confirmed that the issue is with PGR students, specifically MRes and some PhD students, who are expected to take taught courses which run in tandem with Honours courses. These are generally introductory language courses, not taken for credit but into which students are encouraged to enrol to be able to take the assessment.

The Graduate School have confirmed that the start date for all MRes programmes was changed in academic year 2017-18 to the middle of September, in line with the UG teaching period, to ensure that MRes students did not miss any teaching. However, the start date for other PGR programmes is timed to allow for an appropriate transition between Masters and PGR courses. The disjunction therefore remains only for a very small number of PhD students.

Coordination of courses outwith Honours subject. Subsequent to making this comment, Information Studies realised that the varying conditions attached to enrolling in individual courses mean that a clear statement would be very difficult. They suggested, however, that it might be possible in future to offer tailored searches in the course catalogue to allow students to find out about such courses.

IT and administrative support for timetabling. The ongoing review of administrative and professional support in the College of Arts will likely lead to additional MPA support.

2. Rooms and Equipment. Issues were raised across the school with regard to provision of rooms and equipment.

SCCA

- Physical facilities remain inadequate for the practice-based aspects of the course for Music.
- Heating/ventilation system in Gilmorehill building continues to be a severe problem (Film and TV Studies).

SoH

- There is a need for investment from School and College in equipment for field, practical and scientific teaching (Archaeology).

- Lab provision – access to supported tech outside of normal hours (Information Studies).

SMLC

- Air conditioning in Hunterian Lecture Theatre and Hetherington 118 are not effective.

- Technology requires upgrading and in some cases does not function, e.g. the board in Hetherington 317 together with projection screen is not fit for purpose.

- Allocation of rooms in St Andrews building continues to cause problems for both staff and students, making it difficult to arrive and depart on time due to distance between it and other teaching spaces.

There are a number of issues here:

Adequacy of physical facilities for practice-based activities / equipment. The College is aware of these matters and they have been considered in the planning for the new Arts Building.

Room allocation and timetabling. Room bookings are carried out by Schools directly with Space Management and Timetabling. However, the Dean of Learning and Teaching, among others, engages with the issues of room allocation and timetabling through committees (such as Management of Teaching Space Committee, which is working on the optimisation of space), and will raise relevant issues there.

Specific problems with individual rooms (e.g. air conditioning in Hunterian, non-functioning technology). These should be reported directly as appropriate. This will result in action much more quickly than reporting through AMR forms. AVIT faults should be reported through <https://www.gla.ac.uk/myglasgow/avit/fault/>. Maintenance requests (e.g. security, lighting, heating, air conditioning) should be reported through <https://ebweb.cent.gla.ac.uk/helpdesk/default2.asp>.

3. GTA Teaching. SCS raised the following issues, with regard to Graduate Teaching Assistants:

- Concerns were raised about having the funds and ability to offer teaching for postgraduate and post-doctoral students. Eng Lang request funds to support guest lectures by PGs to showcase the research environment within subject areas and to help inspire Hons students. Eng Lit also notes that PGs and post-docs were not able to give lectures for Level 1B this year, even those who had done so last year to great success, and that it is beneficial to them in terms of career progression and to the students (who have given very positive feedback on these lectures).
- The letter emailed to GTAs at the end of the academic session, informing them of the termination of this year's contract, is felt to be 'too heavy-handed in its language, implying that GTAs will not be asked back in the future. It provokes understandable worry among new GTAs in particular, and may also cause problems when the course runs in future, if GTAs think they are not wanted back and make other plans accordingly. The Head of Subject has raised this with College (having already done so previously)'.

GTA budgets are set in line with the requirements of Schools, with Subjects feeding into the School budgeting process.

Concerns about the wording of **official correspondence** with GTAs have also been raised by the Head of Subject, and taken to Central HR by the College. Careful wording is necessary for the University to meet its legal obligations; however, College HR have fed into an ongoing GTA review with the concerns raised in Arts about wording.

4. Honours Attendance

- SCS (Scot Lit) raises continued concern over attendance of Honours students at classes across the board, especially considering monitoring of progress and personal wellbeing. All Schools also raised attendance, particularly lecture attendance, as an issue.

This concern is shared in various parts of the College. Attendance and attendance monitoring are areas of priority this semester for the new College Retention Officer, Dr Louise Harris, and the Deputy Dean of Learning and Teaching, Dr Karin Bowie. We expect to consider a paper on this matter in the May Arts Learning and Teaching Committee meeting.

5. EvaSys. In SCS, subjects reported issues with EvaSys feedback forms as follows:

- Low participation/return rates for class feedback.
- Student complaints that the EvaSys email looks like spam.
- The feedback forms do not make it easy for students to give focused feedback.
- TRS identify an urgent need to revise the means by which student feedback is encouraged and collected, and to investigate alternative options, such as its recommendation of a paper-based questionnaire, which allows subject-level questions.

For the Course Evaluation Policy, please see the Course Evaluation pages of the Senate Office website (<https://www.gla.ac.uk/myglasgow/senateoffice/gea/courseevaluation/>). On the matter of **return rates**, see the document 'How can response rates be increased for online EvaSys surveys?' (https://www.gla.ac.uk/media/media_485065_en.pdf) This contains examples of approaches taken by Schools. In addition to the Core question set, courses conveners/teams are permitted to use the more focused **Extended question sets**, including the Ad Hoc set, which is empty for local customisation (e.g. Subject-level questions) as appropriate.

6. Workload

- In SCS, staff note that heavy marking loads for large courses need to be reflected in the workload model.

The College of Arts workload model is based on student FTEs, not contact hours. This means that we are more able to give credit for marking large courses than other Colleges. Team-taught courses are a complicating factor, with lecturing staff in L1 and L2 courses generating high numbers of calculated workload hours, on the assumption that they are marking on the course. For individuals who mark but do not lecture, Schools will be able to add additional workload hours. This is not a perfect solution and it remain to see how well it will work in practice. It depends crucially on the names of staff who lecture being recorded in CMIS. [response based on information from Dr Don Spaeth]

7. Student Mental Health and Support

- Student anxiety is seen by staff as an 'increasingly problematic' area (SCS).

Student mental health is an area of focus for the University, as across the sector as a whole. The University launched a Mental Health Action Plan in autumn 2017, with David Duncan, Chief Operating Officer and University Secretary, as Mental Health Champion. Please see the MyGlasgow announcement here:

https://www.gla.ac.uk/myglasgow/news/peopleprojects/headline_553414_en.html, and the Action Plan itself here: <https://www.gla.ac.uk/myglasgow/courtoffice/mentalhealthactionplan/>.

A two-day Mental Health First Aid training course is available (though places are limited). This aims to create a network of mental health first aiders, who have an enhanced awareness of some of the more common mental health illnesses, and an understanding of how best to offer initial support to colleagues and students and guidance on sign-posting to the variety of in-house and external support services available for their ongoing support and care. Some Schools have also arranged for CAPS to provide short sessions on Mental Health basics for staff, including GTAs. The College is also making arrangements for introductory sessions for staff in May and September of this year.

8. Moodle and Electronic Marking

- More technical support from College is requested with reference to Moodle, and in particular to electronic marking (Eng Lit).

LEADS has recently launched a 'How To Moodle' Moodle site (<http://moodle2.gla.ac.uk/course/view.php?id=11911>), which offers a wide range of types of information, from technical guides to using Moodle to support an effective learning experience. This includes links to information on using Moodle for assessment.

9. Student Writing Skills

- In SCS, Scot Lit reports continued concern over the quality of presentational skills for Honours students.

LEADS offers classes for students on presentational skills. From the 2017-18 Semester 2 programme for Arts: 'Giving great presentations' (1 hr workshop, run twice); 'Group work' (1 hr workshop, run twice). Consideration could also be given to building more presentation work into earlier years or offering additional formative presentation work at Honours.