



Before completing this report please refer to:

[Guidance on Completion and Submission of Annual Monitoring Reports.](#)

[Code of Practice on the Annual Monitoring Process.](#)

PGT ARTS CAMS 2012-13

A College Annual Monitoring Summary (CAMS) should be completed for all provision within a College following receipt of School Annual Monitoring Summaries (SAMS) from School Quality Officers. Colleges should compile a full CAMS for from the undergraduate SAMS and an addendum detailing any further information that specifically relating to postgraduate provision.

Factual Data

Please describe the methods used to produce this report (*e.g. School Annual Monitoring Summaries (SAMS), consultations with School Quality Officers (SQOs), sampling of course and programme AMRs, reference to minutes of meetings, College Learning & Teaching Plan and Learning & Teaching Strategy, correlations with internal and external student experience surveys, discussions at relevant committees etc.*)

This report, written by Dr David Bain, Arts Quality Officer, is principally based on School Annual Monitoring Summaries from the four Schools in the College of Arts:

- School of Humanities.
— School Quality Officer: **Chris Lindsay**
- School of Culture and Creative Arts
— School Quality Officer at time of SAMS: **Deborah Lewer**
- School of Critical Studies
— School Quality Officer: **Wendy Anderson**
- School of Modern Languages & Cultures
— School Quality Officer: **Sheila Dickson**

The following were also consulted: School Quality Officers.

ABBREVIATIONS USED BELOW

- **SOH.** School of Humanities
- **SCCA.** School of Culture and Creative Arts.
- **SCS.** School of Critical Studies
- **SMLC.** School of Modern Languages & Cultures

- **SAMS.** School Annual Monitoring Summaries
- **CAMS.** College Annual Monitoring Summary

- **GTA.** Graduate Teaching Assistant

Please provide any **contextual factors** at the time of reporting (*e.g. University restructuring, local factors*)

None.

Good Practice

Reflect on good practice identified through Annual Monitoring, including examples that might be disseminated to School, College, wider University. This may include good practice on teaching, learning or assessment, student support, contribution of support staff.

(Bullet points will suffice; please note the name of the School and the name of the staff member who can be contacted to provide further information)

SCS

- Good **student feedback** practices (Rhian Williams).
- Victorian literature's "**mini-conference**", for providing early focus, and "pair teaching" (Rhian Williams)
- **Dropbox** for providing access to course materials (Rhian Williams)
- One-day **dissertation symposium** (Vassiliki Kolocotroni)
- **Field trips** (Vassiliki Kolocotroni, Elizabeth Robertson)
- **Work-in-progress sessions** (Vassiliki Kolocotroni)
- **Cross-school collaboration** (MSc English Lang and English Lit). (Catherine Emmott)
- Students **running literary magazine** *From Glasgow to Saturn* and editorial projects (like FilmForAll); and going on **editorial internships** with Scottish Literary Publishers. (Elizabeth Reeder)
- Students working with **asylum seekers** and **community groups**. (Elizabeth Reeder)
- **MFA2 students teaching undergraduate** creative writing workshops. (Elizabeth Reeder)
- Students running events and workshops at **Aye Write and the West End Festival**. (Elizabeth Reeder)

CCA

- **Work placements**, vocational experience, collaboration with external partners. (Vicky Price, Patricia de Montfort, Frances Lennard)
- Music, **Industries programme**.
- FTV: **Visiting speakers "working in the industry"**. Students linked to the industry through **press accreditation** for film festivals. David Archibald.
- Students giving **talks to community groups** and schools. Frances Lennard.

Humanities

- Formal progress meetings. (Geraldine Parsons)

SMLC

- **"Impressively detailed feedback"** (external examiner). See Georgina Collins.
- **Presentation of dissertation abstracts to peers**. (Georgina Collins, Jim Simpson)

Reflection

Engaging and Supporting Students in their Learning

Please evaluate the effectiveness of the mechanisms used for obtaining and responding to feedback from students (e.g. questionnaires, Staff-Student Liaison Committees (SSLCs), Moodle quiz)

The SAMS lacks a question on this but my impression from discussions with School Quality Officers is:

- Online (e.g. Moodle) feedback questionnaires continue to get **very low return rates**, considerably lower

than paper questionnaires (which were used in some of the pilots of the new feedback system, EvaSys).

- Staff-student liaison committees (SSLCs) are **working well at Subject level**, perhaps better than at least some SSLCs at School Level (though SMLC mentions that its works very well).

NB. A University Working Group is currently considering University student feedback policy and is to report in March 2014.

Equality and Diversity

Please comment on any Equality and Diversity issues identified in Annual Monitoring and how they will be/have been addressed. For example, where there is a policy or other issue that requires attentions.

- Two schools reported no difficulties.
- SCS's director of Medieval and Renaissance Studies requested more room with **disabled access** for private meetings and better information about existing provision.
- SCCA. Lack of ethnic diversity and lack of male students were respectively noted in two programmes. SCCA expressed **desire to increase diversity**.

Closing Loops.

Please comment on progress in addressing key issues from the previous session, including whether staff and students have been informed of the responses to the issues that they raised

NB. The updates below are based on discussions with the Arts L&T Dean, SAMS, and a Senate Office Report, "Actions Arising from College Annual Monitoring Summaries 2011-12" (ASC 13/07) dated 4 October 2013 (attached as **Appendix below**).

Proposed change	Enacted/ Ongoing	Staff & students notified (Y/N)
<p>1. Administrative burden, administrative staff, effects of restructuring</p> <p>2011-12 CAMS: reported the need for more support staff given workloads on both support and academic staff. This was based on three of four SAMS. Humanities also mentioned problems arising from the centralisation of support staff, and SCCA linked the problem to a general sense that restructuring has increased administration and complexity.</p> <p>The 2011-12 CAMS proposed a review of support arrangements in consultation with key staff in Subject Areas (e.g. head of subject, directors of teaching).</p> <ul style="list-style-type: none"> • University response. The Senate Office's Actions Arising Report (see above and Appendix) states: "SMG and the Colleges are aware of the issue which has been reported by staff during the Year 1 Review of the New University Structure and it has been identified as one of the key actions in the resulting Action Plan. Responsibility lies with line management within the Colleges." • College response. At the presentation of the 2013 UG CAMS to Arts Learning and Teaching Committee, Head of College made the following points: 	0	

<ul style="list-style-type: none"> • The difficulties in Arts partly reflect the geographically scattered nature of the College, which the college’s relocation to the Western Infirmary site will alleviate in the long term. • 2.8 more support staff posts have been authorised, 1.8 within Critical Studies, another for the College. • NSS scores on course organisation and management seem not to have been reduced by restructuring. <p>• A School response. SCS Learning and Teaching Committee also responded to complaints about the centralisation of support staff, arguing that centralisation is a good way of fostering “a sense of shared support across the administrative team” and of pooling expertise and experience in relation to such centralised systems as MyCampus and CMIS.</p> <p style="text-align: center;">-----</p> <p>While the SCS UG SAMS reports that Critical Studies welcomes the new appointments, dissatisfaction with the level and centralisation of subject-facing support since restructuring is clearly deeply felt in other Schools too. AMRs and SAMs (see, for example, Humanities’ UG SAMS) continue to suggest that many are keen that short-term as well as long-term solutions be found.</p> <p>It is important to note that the concern, apparently, is not that the total number of administrators within the College is too low, but that the amount of subject-facing support is too low, i.e. that there is too little support relating to the low-level, day-to-day administration of courses and teaching.</p> <p>This reflects no dissatisfaction with support staff themselves, who SAMS report are themselves under enormous pressure.</p>		
<p>2. KEY THEME. MyCampus.</p> <p>2011-12 CAMS: reported that two subjects in Humanities raised continuing concerns about MyCampus. Archaeology were concerned about complications they experienced in processing and publishing results given the need for codes that could not be retrospectively applied to a certain cohort of students. HATII described MyCampus as an “unreliable, unfriendly, and inflexible system that makes a terrible first impression on students”.</p> <p>University response. The Senate Office’s Actions Arising Report (see Appendix) states: “A Process Improvement Manager had been appointed and additional administrative support was in place while expertise was being developed by core staff.”</p> <p>College response. Arts L&T Dean reports that Jane Neil was appointed as Undergraduate and Advising Support Administrator in part to provide extra support for the advising process.</p> <p style="text-align: center;">-----</p> <p>MyCampus looms less large in the SAMs in 2012-13 than in previous sessions, which may reflect a sense not only that matters have improved but that, for good or ill, MyCampus is here to stay.</p> <p>Even so, SCS SAMS reports: MyCampus continues to give problems, especially around registration time. This should remain a key focus of attention (concern expressed by Creative Writing and Medieval and Renaissance Studies).</p>	0	

Please describe the strategy for **communicating responses** to issues raised in this year's Annual Monitoring Reports to staff and students

The SAMS and CAMS written next session will report on responses and progress made regarding issues raised in the present CAMS and SAMS. Next sessions CAMS and SAMS, like the current ones, will be made available to staff either via email or School, College, and University web pages. Note also that I have attached the Senate Office's "Actions Arising from College Annual Monitoring Summaries" report to the present CAMs, and will do the same in future sessions.

NB. See below for proposals for further improving the AMR process.

Commentary on Results

Please comment on the results patterns identified in SAMS and any issues which have been noted by Subjects or External Examiners (*Please identify any deviations from the College norm which may require the attention of the College or the University*)

- **Few concerns** about results were reported. Results some **largely appropriate**, and manifest the excellent standard of teaching throughout the College.
- There were **some variations** in results (e.g. 50% distinctions in MLitt Celtic Studies [Humanities] compared with none in 2011-12) but across small cohorts.
- The **External for the MSc in Translation Studies (SMLC) expressed concern** that some very high marks were awarded for translations where the work was clearly not produced by a mother-tongue speaker. This year, all markers have been directed to the established course marking guidelines to ensure consistency across all language groups. Moderation between languages will also continue, so that this issue is resolved.

Engagement with Strategy

College Learning and Teaching Plan

Please comment on the progress made by Schools this session with the identified aspects of the College Learning & Teaching plan.

(This will require discussion with colleagues)

*Topic: **INTERNATIONALISING THE CURRICULUM**, e.g. adding international elements to course materials or assessment.*

- SCS and SMLC remark that their courses have **myriad international connections** in terms of students, staff, and course content.
- SCS report the view from a SCS LTC meeting that "**internationalising the curriculum**" is a **somewhat opaque phrase**. **IMPORTANT: It would be helpful for such objectives to be formulated more clearly (perhaps with the headline objective been fleshed out with examples of what would count as good practice).**
- Within SCS, Scottish Literature emphasise the **importance of UG Erasmus exchanges** not least since some PG students first come to GU as Erasmus students.

University Learning & Teaching Strategy

Summary of College and School initiatives and the progress made in the current academic session in relation to the topics that follow:

ASSESSMENT AND FEEDBACK

A number of promising initiatives under this head are mentioned, especially by SCS and Humanities:

- SCS reports robust processes for assessment and feedback across the School, frequently **commended by External Examiners**.
- Victorian Literature (SCS) has introduced **Turnitin submission** for all coursework making the sharing of work with externals easier.
- Creative Writing (SCS) added **qualitative feedback to final portfolio marking**. It had been given only on formative work, where it was much appreciated by students.
- Medieval and Renaissance Studies (SCS) give **tailored exercises to help weak students**.
- MLitt in Celtic Studies (Humanities) saw a new compulsory Core Course for Semester 1 ('Skills and Scholarship in Celtic Studies') that requires that students deliver a second compulsory oral presentation in the year, **feedback for which will be given in a 10-15 minute meeting** with the Course and Programme Convenors or Course Convenor and second member of staff. This is expected to further embed Graduate Attributes into the curriculum.
- History reported that they have taken steps to **return student coursework more quickly**, while endeavouring not to jeopardise the high quality of feedback.

EMBEDDING GRADUATE ATTRIBUTE development in our provision

As reported in previous CAMS, staff make the strong point that the **rigorous teaching of disciplines within Arts makes a profound contribution to student's "Graduate Attributes"**, e.g. the capacity to think critically and to communicate clearly, as well as being "resourceful and responsible". In addition, there are various initiatives throughout the College intended both to increase students' awareness of this contribution and to provide further training and experience to enhance employability, e.g. CV-writing training and work experience placements.

- The incorporation of Graduate Attributes in programmes is supported by the **graduate training programme**, which addresses skills linked to employability.
- English Language and English Linguistics (SCS) students are offered **statistical training**.
- SCCA reports subjects taking Graduate Attributes seriously, referring to the Good Practice section above for initiatives to engender them (especially the opportunities students are given to **connect with external/professional bodies** and gain valuable experience through work placements, visits, visiting speakers and collaborative projects and partnerships).
- In SMLC, the MSc in Translation Studies incorporates (i) **practical translation classes** in small groups, working on a range of genres encountered by professional translators, (ii) development of a **portfolio of translations** which can be used when approaching agencies for translation work, (iii) **master classes with professional translators**, translation agencies and language professionals, providing insight into the real world of translation and a good networking opportunity, (iv) **training in SDL Trados translation technology used by professional translators** and agencies, including the opportunity to take Trados exams for free as part of the course.

Improvement Plans

Managing the Learning Environment

Provide a summary of the suitability of the teaching spaces and equipment used this year, including a bullet point list of unresolved issues requiring the attention of the College or the University* (*Please give specific details of room locations, the precise nature of the problem and the remedy that you seek*)

Issue	For the attention of: (School, College, University)
<p>NB. Much of the below is taken directly from SAMS. The following quotation from the Senate Office's Actions Arising Report (see above and Appendix) may be useful:</p> <p>"A substantial number of issues raised in annual monitoring involve accommodation issues. It should perhaps be further highlighted to Schools that the Teaching Infrastructure Group was established in 2010 to develop strategy for investment in teaching space.</p> <p>The Group works closely with Estates and Buildings and oversees investment across campus teaching. To date, the Group has undertaken a review of all laboratory and lecture theatre provision and has identified a programme of refurbishment which targets where investment should be made.</p> <p>Over 5 years, £7.5 million had been invested in upgrading 9 lecture theatres, with a further £3.5 million to be invested over the next 5 years. A further £1 million is to be allocated over 10 years for laboratory refurbishment projects. By the end of 2013, the condition of all lecture theatres would be graded either 'A' or 'B', reflecting high and innovative provision and placing the University of Glasgow as one of the best providers across Scotland.</p> <p>The refurbishment programmes are monitored to ensure investment in teaching accommodation is properly prioritised. The Group also reviewed <u>maintenance and reporting mechanisms</u>, which resulted in a new on-line estates and buildings/audio visual IT Services fault reporting pages. Teaching spaces now include PCs in order for faults to be reported as and when discovered. Fault reporting was now recorded and would be compared to previous years for comparison. The new reporting mechanisms were advertised in Campus News along with the link to the respective web pages."</p>	
SMLC	
<ul style="list-style-type: none"> • One of the rooms in No. 2 needs a white board. See SMLC SQO for more detail. 	College
SCCA	
<ul style="list-style-type: none"> • Students on Textile Conservation and Technical Art History programmes more satisfactory facilities for breaks. See SCCA SQO for more detail. 	College
SCS	
<ul style="list-style-type: none"> • Creative Writing would benefit from an active video conference suite (with recording/logging facilities) in Room 101, 5 University Gardens, to facilitate seminar teaching to on-site and distance learners. 	
<ul style="list-style-type: none"> • Provide a dedicated accessible space for meeting with disabled students in private (Medieval and Renaissance Studies) 	

Key themes identified in Annual Monitoring

Please highlight the key themes for opportunities for development identified through Annual Monitoring, whether, who identified the issues and any correlations with the findings of internal and external feedback mechanisms. *(Please identify the School(s) in brackets)*

Key Themes	Identified by: (Staff, Students, External Examiners)
NB. By contrast with previous sessions, there was no overriding theme common to all SAMS. Particular concerns expressed in SAMS follow:	
1. Early evening room availability. More rooms (without janitorial costs) available after 5pm for visiting speaker seminars (Medieval and Renaissance Studies). SCS	
2. Graduate Training programme reported by “several students” to be aimed more at PGR than PGT. (SCS, Victorian Lit)	College/Graduate School
3. High IELTS scores must be required and these requirements enforced since students admitted despite failing to meet them generate enormous workload. Victorian Lit. (SCS)	University/RIO
4. Degree classification regulations. The University’s rule that both the taught and the dissertation elements of a student’s performance be in the upper band if a distinction is to be awarded was criticised by Victorian Lit and Creative Writing. The former’s external claims the regulation has no benefit and disincentivizes students by making them incapable of moving up in the dissertation. (SCS)	University
5. More Masters funding. SCS (esp. Victorian Literature and Creative Writing) ask the College and University to release funds for Masters funding, given how limited funding is now that the AHRC is stepping back from PGT, so as to attract better students.	College/University
6. Improved IT provision needed for Distance Learners (SCS, Creative Writing)	College/University
7. MyCampus continues to give problems, especially at registration time. This should remain a key focus of attention. (SCS, Creative Writing, Medieval and Renaissance Studies)	University
8. Workload model for M&RS. Medieval and Renaissance Studies contributions should be incorporated. According to Elizabeth Robertson's PGT AMR for the Medieval and Renaissance Studies MLitt: "The course has never been officially incorporated into staff work load models ... [which] places pressure on the course convenor." (SCS, Medieval and Renaissance Studies)	College
9. Interdisciplinary visiting speaker funds. Should not be met by individual Schools. (SCS, Medieval and Renaissance Studies)	College
10. Lecterns, and raised/slanted space to place notes when presenting or lecturing, is diminishing as rooms are refurbished with PowerPoint in mind. Rectifying this would be useful not just to lecturers, but also students who are required to have and encouraged to use notes when presenting. (Humanities)	University/CRB
11. Recruitment finances. Archaeology requested increased financial support to enable active recruitment at major Medieval Conferences, especially Kalamazoo. (Archaeology, Humanities)	College/University

<p>12. Student enquiries. A concern was expressed that incorrect information is sometimes disseminated. See Humanities SQO for more detail.</p>	college
<p>13. Staffing:</p> <ul style="list-style-type: none"> • Creative Writing ask to be told the point at which extra student numbers on the new Master in Fine Arts and Doctorate in Fine Arts will justify additional staff. (SCS) • A permanent full-time specialist lecturer is required for the large programme, <i>Dress and Textile Histories</i> (SCCA, History of Art) • Staff shortages in Music (Popular Music programme) also highlighted as an ongoing issue (SCCA) 	College

External

QAA Enhancement Themes

Please comment on the prevalence of Schools' engagement with the enhancement themes and proposals for promoting wider engagement where relevant (*This will require discussion with SQOs*)

The themes are now available at GU's Learning and Teaching web pages:

<http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/qualityenhancementthemes/>

Any staff who visit that webpage will learn that the current theme is "developing and supporting the curriculum". But, to learn what is intended under that head, they must visit the QAA Enhancement Themes website and read some rather long, jargon-filled documents. It is too much to expect busy teaching staff to do that (even if the links to the QAA website were intact, which at the time of writing they are not) and it's also unlikely that they will, even if prompted, visit the themes page of GU's L&T site. Hence, given our institutional obligations to the QAA, I make two suggestions:

- a. On the L&T site, a **short, clear, jargon-free explanation** of what is meant by the current theme should be provided, e.g. spelling out what sorts of concrete improvements might fall under that theme.
- b. An **annual reminder** should be issued to Subject and School heads of teaching, perhaps over the summer, about the L&T webpage and the theme, asking them to bear the theme in mind when formulating L&T plans; and asking them occasionally to bring the theme to the notice of their colleagues in whatever ways (if any) would be useful.

NB. While I suspect for the above reasons that few staff are aware of the QAA themes, it is abundantly clear that a great deal of valuable activity by colleagues happens to fall under them.

Collaborative Activity (where applicable)

Please comment on any additional arrangements that Schools may have put in place to monitor and support the learning experience of students on established UK or international collaborative programmes such as joint/double (dual) award arrangements or those involving students who have articulated onto a programme or course offered by the College from a partner institution. (*This may require discussion with SQOs*)

None

Reviews by Professional, Statutory and Regulatory Bodies (where applicable)

Please list the Subjects that have undergone professional accreditation/reaccreditation this year, including aspects of good practice and any areas of concern identified in accreditation reports submitted

to the College Learning and Teaching Committee and how they will be/have been disseminated/addressed. (*This may require discussion with SQOs*)

None.

QA/QE Processes

Annual Monitoring

Please reflect on the quality of engagement with the Annual Monitoring process by Schools and propose action, where relevant, to address any concerns

Schools are **engaging well with the annual monitoring process**. All but one SAMS was submitted on time; all were helpful, one exemplary.

My impression is that AMR submission in some Schools was patchier, with some reports not submitted. This may reflect the busy time of year when the deadline falls, but perhaps also a lingering sense that the AMR process is not what it might be. Hence I propose the following (while noting that some of these proposals may become redundant once, as planned, the monitoring process is radically streamlined next session):

- **Reminders, timetable.** Next session it would be a good idea for the CQO and SQOs to ensure earlier reminders of the PGT AMR deadline are given to Subject Areas.
- **Formalising AMR submission process.** The Humanities SQO intends to institute a School list of expected AMRs, list of staff responsible for completing them, and a central School repository of AMRs submitted each session. I shall discuss with SQOs whether this might be done in other Schools or even at College level.
- **Report discussion.** It is only sometimes clear whether AMRs have been seen by all teaching staff on the courses reported on (e.g. by being discussed at subject area PGT committees, or at least emailed around relevant teaching staff), and whether SAMS have gone through School LTCs before submission to me. **It would be useful for the AMR and SAMS proformas to encourage local discussion before submission where possible** (if only by email where time does not allow a meeting; if even this is impossible, the report should of course still be disseminated and discussed *after* submission) **and to include a box for a brief statement of the stage such discussions are at when the report is submitted.**
- **Feedback loop.** AMRs are taken more seriously when those completing them are given explicit feedback on actions taken in response to AMRs, SAMS, and CAMS at the relevant levels (Subject, School, College, University). For this reason, **it is important that Subjects and Schools discuss AMRs and SAMS respectively, and that SAMS—with School responses included in the Closing Loops section—be disseminated to all School staff.** (I follow a parallel procedure with the CAMS, including College and University responses in the Closing Loops section, attaching the Academic Standard's Committee response as an appendix, and emailing the CAMS to all college staff.) **I shall issue a reminder to this effect.**

NB. See below for suggested improvements to proformas.

Please comment on the SQOs' evaluation of the quality of colleagues' engagement with reflection on good practice

Not all AMRs included reported good practice. But, since what is sought is innovative and unusual practice from which one's colleagues might get useful ideas, we should not expect good practice to be reported for each programme each year.

Observations on the effectiveness of the University's Annual Monitoring process and how it might be improved (including process, structure and content of AMRs, role of SQOs) (*please refer to staff comments in AMRs and SAMS*)

I propose the following (while noting that some of these proposals may become redundant once, as planned, the monitoring process is radically streamlined next session):

Proforma isomorphism. Requests (which I will take up at the Quality Officers' Forum) were again made for the structure of the AMRs, SAMS, and CAMS to be more closely aligned to one another to ensure those completing forms downstream be supplied with the data they need by those upstream.

Points Flagged sections. The title "Improvement Plans" is thought by many too euphemistic. Instead of "improvement plans", SAMS might instead include sections for: "**Points Flagged for Attention of School**" and "**Points Flagged for Attention of College/University**". These could be divided into "Teaching room suitability" (better than "Managing the Learning Environment") and "Other Points".

Points Flagged for Subjects. One SQO proposes that there also be a "Points Flagged for Attention of Subject" on AMRs.

Points Flagged vs. Key Themes. On the CAMS, it would be useful to distinguish between points flagged (which will vary in terms of specificity and significance) and "key themes" (matters that come up repeatedly across more than one SAMS).

NB. See above for other proposed improvements to AMR process.

Periodic Subject Review (where applicable)

Please evaluate the effectiveness of arrangements for consulting with students during the preparation of Self Evaluation Reports (SERs) for Subjects undergoing Periodic Subject Review (formerly known as DPTLA) (*This will require discussion with SQOs*)

SMLC and Celtic and Gaelic (Humanities) underwent PSR in 12-13.

- **SMLC** set up a Moodle site and asked students to provide comments on a range of issues in the SER where they felt student input would be particularly useful. The site was publicised in SSLCs and classes.
- **Celtic and Gaelic** (Humanities) held three PSR meetings for UGs, PGTs, and GTAs respectively, and circulated the SER among student representatives and all GTAs.

Quality Officers Forum

Please comment on the effectiveness of the University's Quality Officers Forum.

This remains a well focused and effective forum, and it has been enhanced by the invitation to SQOs to attend.

Thank you very much for providing this information

NB. The following report by the Senate Office provides updates on progress in relation to all four (not just Arts') CAMS (UG and PGT) 2011-12.

It was written by the Senate Office, not the Arts CQO.

APPENDIX

REPORT TO ACADEMIC STANDARD COMMITTEE. 4 OCTOBER 2013

Report on 2011-12 Annual Monitoring Summaries

Clare Barnes, Senate Office

There were three key issues highlighted through the College Annual Monitoring Summaries for 2011-12. The issues have also been raised at EdPSC where it was reported that these matters are being addressed.

Issue: The impact of MyCampus with all Schools raising concerns. In particular, dissatisfaction with the functionality, inadequate student interface, the impact on academic and administrative workload and ongoing difficulties with timetabling.

Update: A Process Improvement Manager had been appointed and additional administrative support was in place while expertise was being developed by core staff.

Issue: Inadequate localised administrative support was impacting on student support. (It should however be noted that reports also highlighted the excellent support provided by administrative staff.)

Update: SMG and the Colleges are aware of the issue which has been reported by staff during the Year 1 Review of the New University Structure and it has been identified as one of the key actions in the resulting Action Plan. Responsibility lies with line management within the Colleges.

Issue: The heavy requirements placed on academic staff and the question of whether the University's workload model was fit for purpose.

Update: To be raised at Senior Management Group.

EdPSC was also asked to consider the following matters:

Issue: The balance between expansion of the Taught Postgraduate provision and the capacity of academic staff to fulfil their other responsibilities during the summer months, particularly in relation to research activity.

Update: To be raised at Senior Management Group.

Issue: Reconsideration of the January intake which limited the opportunities for new students to participate in induction programmes and in courses that covered both Semesters 1 and 2.

Update: January induction has been discussed at Internationalisation Steering Group where there had been awareness of central and College dialogue taking place. A working group is to be set up to look at current practice and to identify opportunities for improvements.

Summary Responses

Accommodation

A substantial number of issues raised in annual monitoring involve accommodation issues. It should perhaps be further highlighted to Schools that the Teaching Infrastructure Group was established in 2010 to develop strategy for investment in teaching space. The Group works closely with Estates and Buildings and oversees investment across campus teaching. To date, the Group has undertaken a review of all laboratory and lecture theatre provision and has identified a programme of refurbishment which targets where investment should be made. Over 5 years, £7.5 million had been invested in upgrading 9 lecture theatres, with a further £3.5 million to be invested over the next 5 years. A further £1 million is to be allocated over 10 years for laboratory refurbishment projects. By the end of 2013, the condition of all lecture theatres would be graded either 'A' or 'B', reflecting high and innovative provision and placing the University of Glasgow as one of the best providers across Scotland. The refurbishment programmes are monitored to ensure investment in teaching accommodation is properly prioritised.

The Group also reviewed maintenance and reporting mechanisms, which resulted in a new on-line estates and buildings/audio visual IT Services fault reporting pages. Teaching spaces now include PCs in order for faults to be reported as and when discovered. Fault reporting was now recorded and would be compared to previous years for comparison. The new reporting mechanisms were advertised in Campus News along with the link to the respective web pages.

IT and AV Issues in Central Teaching Spaces

IT Services appreciates that faults in teaching spaces are very disruptive to the business of the University and over the past few years we have put considerable resource into remote monitoring of the equipment in these spaces and the levels of faulty equipment have as a result dropped markedly over the last three years.

Each PC in a central teaching space has an icon on the desktop which opens up the fault reporting page to facilitate rapid reporting of faults. If faults are reported, ITS will fix them. We endeavour to deal with all faults that are reported as quickly as possible and in more than 50% of cases, we have fixed the problems within 24 hrs. of reporting (almost always by 9:00am the next day) and in 95% of cases it has been fixed in less than 7 days. The result has been that only a minority of problems, where there are access problems of equipment that is difficult to replace, will a reported problem persist long enough to disrupt a class in the same locate the following week. Our ability to respond does depend on faults being reported, as our maintenance visits to the 200 CRB teaching spaces cannot be frequent enough to catch all faults before they affect teaching.

Re-equipping or Modification of Facilities in Central Teaching Spaces

Every year there is programme of refurbishment and upgrading. What is done is driven by identified requirements and a thorough review of the state of the equipment in each teaching space. If the specific issues were reported, they will have been taken account of. This maintenance and re-equipping does only apply to the 220 central rooms, the remainder of the rooms are owned and managed by Schools and Colleges.

Janitorial Issues

A small number of issues were raised in relation to janitorial support out of hours.

Update: It has been the case for some time that, if Janitorial support is required 'out of hours', it will be available on an overtime basis chargeable to the current occupying School. Should such support be required, it should routinely be requested via the office of Bedellus.

Updates on specific issues:

IT Services:

IT and AV Issues in Central Teaching Spaces -

Issue: *ICT/AV – too variable – in terms of kit and likelihood of it working! More investment centrally. (ASBS PGT) (SocSci)*

Update: All central teaching spaces are equipped in a very similar fashion, the only variation being in rooms that have additional facilities such as Video Conferencing, additional projectors to show multiple sources, etc.

Issue: *An unusually high number of equipment problems in room 118 and 133 in Hetherington – often disrupted classes based on video work. (SMLC)*

Update: IT Services fixed this at the same time every week, but the cables to every piece of equipment were unplugged on a weekly basis affecting the next class.

Issue: *Medieval and Renaissance Studies. Malfunctioning equipment in Boyd Orr and Main Building. (Arts SCS)*

Video-links were occasionally unreliable (History, Philosophy) (SOH)

Update: If it was reported, it was fixed.

Re-equipping or Modification of Facilities in Central Teaching Spaces

- Issue:
- *Hunterian Art Gallery – needs a visualiser (ASBS) (SocSci)*
 - *An upgrade of AV facilities in the Graeme Kerr lecture is desirable including improvements to desk/lectern lighting and sound equipment (this is rather outdated and time-consuming to set up) (SCCA)*
 - *Visualisers should be made available in many more teaching rooms throughout the University than currently. (SMLC)*
 - *Maths lecture theatre – monitor facing the wrong way (ASBS) (SocSci)*
 - *Not enough points in the Graham Kerr building*

Update: This maintenance and re-equipping does only apply to the 220 central rooms, the remainder of the rooms are owned and managed by Schools and Colleges.

Issue: *Projection facilities in rooms 408 and 409 Gilmorehill Halls may now require upgrading, along with sound systems (the installation of permanent computers would be a very positive development). (SCCA)*

Update: These rooms are not central rooms.

Issue: *The lecture theatres (Kelvin Building, Boyd Orr 2) did not have the necessary facilities for transmitting 12.00 lectures to Crichton, so that Crichton had to switch its course lecture hour to 11. 00 at the last minute.*

Update: Only a subset of locations can send or receive lectures to or from other locations. The timetabling system (CMIS) has the information as to what facilities are available in which rooms, which is used to schedule teaching. If a room does not have the facilities, it cannot provide that service.

Issue: *English Literature Level 2A experienced severe problems lasting for several weeks with the recording and transmitting of lectures from the Sir Charles Wilson Building to Crichton campus. Measures should be put in place to ensure that this does not occur again. (SCS)*

Update: The CWB Video Conferencing and recording facilities have been ungraded in the last year.

Issue: *Flexaccess difficulties with the University proxy*

Update: The proxy service has been progressively phased out

Issue: *English Literature Level 1 reports that the Moodle page is not being archived properly, and as a result cannot be properly used for communication with the class. Messages posted by the convener tend to get relayed to past students as well as present ones. (SCS)*

Update: The operation of Moodle is managed by the Learning and Teaching Service who have been working with the Senate Office to establish standard practices in this area. It is an issue which is ultimately the responsibility of the course convener, who is the owner of the Course Moodle, how it is managed.

Issue: *Development of a policy on the use of webinars for teaching (BVMS)*

Update: This is a matter of policy for the Learning and Teaching Committee and the e-Learning Strategy.

Learning Technology & Media Production

Overall, the recommendation is that any issues like this are put through support works so that they can be picked up and dealt with in a timely manner.

Issue: Training and facilities for creating podcasts (History) (SOH)

Update: The term podcast is used in a number of ways it can cover both audio and video, and it can cover from simply making audio/video files available through to serving them up in a controlled manner such as using iTunesU. There is no specific training available but a brief summary has been provided.

Issue: English Literature Level 1 reports that the Moodle page is not being archived properly, and as a result cannot be properly used for communication with the class. Messages posted by the convener tend to get relayed to past students as well as present ones. (SCS)

Update: Sounds like an operational issue that should be reported through Supportworks and dealt with.

Issue: Problems with Turnitin were reported (Archaeology): submissions should include student ID numbers; marks should be alphanumeric. (SOH)

Update: Have no control over how submissions are named (assuming that is what is meant). Is there a contact as again this is something that if reported through supportworks would be dealt with by us

Issue: Tutorial enrolment on MyCampus should be integrated into Moodle to facilitate the creation of discussion forums for tutorial groups. (SOH)

Update: there is ongoing work to get access to MyCampus data to support this. There are other ways of achieving this and again a supportworks request is the best way.

School of Education

Issue: The School should ensure that all teaching room equipment in STAB is up to date as some machines cannot open 'docx' files. (BA (Com Dev)

Update: It has been ascertained from communication with the IT Helpdesk that 'all Teaching Spaces workstations across the University have the same software manifest' and that 'Teaching Spaces workstations have been updated for session 2013/2014'. This means that all teaching room equipment in StAB is up to date and able to open 'docx' files.

Issue: There is a need for more academic and administrative staff on the programme. (BA (Com Dev)

Update: This is still a pressing concern as again highlighted in the current SAMS (2012-13).

Issue: Wider use of Aropa

Update: After checking with a number of colleagues, including the designer of Aropa himself (Dr John Hamer), it has been confirmed that Aropa has not been used by any courses within the School of Education, despite a much wider usage at the university level.

Issue: Leadership, Management and Professional Values: Change of weighting of presentation from 40% to 20% (BA (Ch Pr)

Update: The change of weighting re: presentation from 40% to 20% has been confirmed by the programme leader (Mary Wingrave).

Issue: a) internationalize the Certificate in Religious Education by Distance Learning by adding study of RE curricula in other countries; b) the growth of this course requires further support in staffing: it is currently staffed by one member of staff at 0.2

Update: The effort towards Internationalising the CREDL programme has happened. The lack of staffing remains an ongoing concern and has been highlighted again in the current SAMS (2012-13).

Effort to make CREDL more relevant to people coming from outwith Scotland has been made by adding in a unit on "syllabus" to the RE Curriculum after taking into account the country where students come from. This was for two reasons...

1. That everyone could have a broader view of what the RE curriculum was like in various other countries.

2. That when students were on the syllabus unit, they would make more use of their local RE curriculum.

Examples of things that have taken place regarding internationalising the curriculum include:

1. The new Irish RE Curriculum stalled in its production during the period in question and so a major survey on catechesis in Ireland was temporarily added to the syllabus unit.

2. An RE Advisor from Belgium was about to commence CREDL, however, due to work commitments this did not materialise.

3. Italy does not seem to have an overall RE curriculum for schools, perhaps due to a church/state divide. CREDL students, who have been working in international schools, have

instead been involved in teaching RE at Saturday schools at the local parish.

4. Links to an online curriculum from Melbourne have been established.

Issue: Art room in STAB is 'insufficient' (Cert HE)

Update: The art room in StAB (Rm 559) remains a major problem for the Centre for Open Studies, particularly for practical art courses due to it being 'too small [with] very limited storage facilities' for easels and painting tables. This issue restricts the number of students that the course can accommodate. The pressing needs for the art room were reiterated, namely:

- Large, open space
- Good natural lighting as well as artificial lighting
- Washable flooring such as linoleum
- Sinks in the room, a minimum of 3
- Movable (preferable folding) desks and chairs for each student and for the tutor
- Large storage facilities, lockable, for storing equipment, materials and artwork
- Easy access for disabled students

It was stressed that the ideal art room needs to be clean and tidy but that is a real challenge without the necessary storage facilities. Currently the room is on level 5 of St Andrew's building with a very inadequate lift nearby on the same level. A much better lift is available on a half level up. A ground level room would be ideal.

***This concern was also raised at the recent Periodic Subject Review.

Recommendation 4

The Review Panel considers the currently allocated Art Room is not fit for purpose due to its size and its lack of accessibility for students with limited mobility. The Panel **recommends** that accommodation of suitable size and accessibility be developed in consultation with the Centre within the next six months. [Paragraph 4.6.5]

[Action: Head of Estates and Buildings and Director of the Centre for Open Studies]

Issue: There is a staffing issue to be addressed for Fundamentals of Education 1b, especially if this course will be part of the new suite of courses in the revised ITE provision.

Update: This is still a pressing concern, which has been raised again in the current SAMS (2012-13).

School of Critical Studies

Issue: *English Literature Level 2A reports that a timetable clash for students in other Subjects (resulting from the shift from repeat-lecture provision to a single lecture slot) could be avoided if the course is given its preferred Monday-Thursday booking in 2012-13.*

Update: This issue has been resolved, as the English Literature Level 2A lectures are now scheduled for Monday-Thursday.

- Issue: *New appointment needed to replace Dr Kirstie Blair.*
- Update: This issue has been resolved, as an appointment was made to a full-time post (at professorial level) in Dr Blair's field (Victorian Literature).
- Issue: *As last year, concern was expressed that GTA budgets should be maintained at least at current levels.*
- Update: GTA budgets continue to be a matter of concern.
- Issue: *Scottish Literature Honours notes the importance of the large seminar room in their own building (e. g. so that staff can respond to informal questions about secondary material after a class by fetching the relevant information from their offices), and wishes to continue to use the 7 University Gardens seminar room as often as possible for their classes.*
- Update: There has been some improvement here, with a number of Scottish Literature Honours classes back in the seminar room.
- Issue: *Scottish Literature Level 2 suggests that student support workshops could be better advertised and better utilised.*
- Update: The situation has improved with the new Writing Centre administered by the Student Learning Service, which is planning to offer more tailored support to students at different stages and in different disciplines.
- Issue: *Following concerns expressed by the student representative, English Language Honours recommends that the annual SSLC meeting should clarify its remit and reporting mechanisms, and should seek to provide a more structured forum for student feedback.*
- Update: The SSLC procedures have been improved.
- Issue: *Workload model. Time taken by PGT convening and teaching is underestimated in the workload model.*
- Issue: *Workload model and Medieval and Renaissance Studies. Medieval and Renaissance Studies complains that it is not included in the workload model. As I understand it, the worry is that this course has somehow been left out of the system as a result of the old Glasgow Centre for Medieval and Renaissance Studies not getting Centre status.*
- Update: To the best of my knowledge, issues with the workload model have not been resolved.

School of Modern Languages and Cultures

The study skills publication issue has been addressed by Advisers of Study and also individual colleagues, and that this remains on our list of priorities.

Regarding lecture theatres and modern languages teaching: The room booking situation has been the cause of much stress and dissatisfaction, as colleagues have been allocated rooms for which the capacity given is inaccurate and it is not possible to fit everyone in and which do not always have movable furniture and/or video facilities. Colleagues would really appreciate more say in which rooms they are allocated as capacity, even if it is given accurately, is not the only issue. Having to move between the St. Andrews Building and the Boyd Orr for back-to-back classes is also a challenge for us, as it is for everyone.

Engineering

Engineering have implemented a system whereby admin staff take over many of the MyCampus admin tasks, which it was intended that advisers would do. Because these jobs are often done infrequently, it is not feasible for advisers to learn the idiosyncratic steps through the clunky MyCampus interface. Hiring extra admin staff at school level had been suggested in last year's College Quality Report as a lateral approach to mitigate the effects of MyCampus. No extra staff have as yet been hired.

School of Medicine

<p><u>MBChB</u></p> <ul style="list-style-type: none"> • Adoption of new PBL model at start of Yr 1 • Implementation and evaluation of new 'Phase 2' component of Yr 1 • Increased usage of Moodle 2 for Yr 1 • The new Yr 1 curriculum proposed last session has been implemented • Investigate the introduction of a formative Yr 1 exam in Dec . • Refinement of the new Yr 1, 2 & 3 teaching programme • A more structured approach to pathological mechanisms in MBChB3 • Reorganisation of clinical blocks with general blocks in first clinical year of Yr 4 and specialty blocks in second clinical year of Yr 5. • Success of a new musculoskeletal medicine block in Yr 4/5 • Voluntary formative exam moved to February in Yr 4 	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Ongoing</p> <p>Ongoing</p> <p>Enacted</p> <p>Enacted</p> <p>Enacted</p> <p>Enacted</p>
<p><u>BSc (Med Sci) Clinical Medicine</u></p> <ul style="list-style-type: none"> • Continue to develop e-Learning / distance learning capabilities (eg recording of lectures, use of electronic portfolios) • Increase intake of external students • Explore possibility of increasing number of places for UoG students 	<p>Enacted</p> <p>Ongoing</p> <p>Ongoing</p>
<p><u>BDS</u></p> <ul style="list-style-type: none"> • There have been ongoing concerns about patient supply in some clinical discipline areas. Patient availability is not entirely within the control of the University; the Dental School is part of a shared facility where clinical teaching, research and NHS service provision take place and the liaison process with the NHS is complex and protracted. The School continues to review the referral process to clinics and various strategies continue to be actioned to enhance the undergraduate patient assessment and selection process. Clinical academic staff continue to participate in developing this process and there is continuing dialogue and dissemination of information through Staff-Student Liaison committees and meetings with Course Coordinators. • Some students were concerned that more clinical teaching staff and support staff were required in the Pre-Clinical Skills classrooms. An additional full-time support staff member has now been in post for over 1 year. Additional clinical teaching staff have been recruited however some of the existing clinical staff have resigned or are planning to resign. This is an ongoing issue. • The Dental School was recently inspection by its regulatory body, the General Dental Council which provided an extensive and searching review of each curriculum. Preparation for the visit entailed compilation of extensive paperwork to provide objective evidence of compliance with four standards, presented as 29 separate requirements. A small steering group led the preparations, with excellent engagement from staff members and students. The formal report is still to follow, but from a reflective perspective it was gratifying to recognise that the content and mechanisms of delivery of the BDS programme that are now in place map exceptionally well to the standards prescribed by our regulatory authority. We have identified a small number of areas for improvement which have already begun to be addressed, regardless of any recommendations that may be made in the formal report. 	<p>Enacted and Ongoing</p> <p>Enacted and Ongoing</p> <p>Ongoing</p>
<p><u>BN</u></p> <ul style="list-style-type: none"> • More preparation on assignments and support for the development of academic writing skills in BN1 	<p>Enacted</p>

Session 2012-13

<ul style="list-style-type: none"> • More focused library sessions in BN1– has been discussed with subject librarian 	Enacted
<ul style="list-style-type: none"> • Revise referencing with BN1 class after sessions with effective learning advisor 	Enacted
<ul style="list-style-type: none"> • Turnitin will be introduced throughout BN1-4 	Enacted
<ul style="list-style-type: none"> • Deliver peer assessment at an early stage in the BN3 session 	Enacted
<ul style="list-style-type: none"> • Assisting BN3 students with employment preparation perhaps using scenario based ideas to promote their confidence, working collaboratively with NHS colleagues and drama students 	Enacted
<ul style="list-style-type: none"> • Academic and administrative support staff, in particular, is currently focusing considerable time and effort on overcoming the challenges posed by My Campus and room bookings. As soon as these problems have been resolved as best they can, more options for enhancing this domain will be considered carefully at the earliest opportunity. 	Enacted