

This proforma should be used to collate information from School Annual Monitoring Summaries.

The aims of Annual Monitoring are to maintain quality and improve provision encourage reflection. The form is designed to capture a **reflective summary** of annual monitoring activity at school and subject level. Bullet list format is encouraged.

College	Arts (Schools of Humanities, Modern Languages and Cultures/SMC, Culture and Creative Arts/CCA, Critical Studies).
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Reflection

Comment on what is working well? What needs work?

WORKING WELL:

Programme and Course Development and Delivery

- Theatre Studies' new **Theatre Practices** programme: This new programme has got off to a strong start, helped by 5 SFC bursaries and good student numbers (10xFT, 4xPT). Positive student feedback and much evidence of staff commitment and ongoing honing of the programme (CCA).
- The **Classics MLitt** programme has been overhauled in recent years: fewer courses are offered (so that student enrolment is higher in each) and a variety of different programmes have been consolidated within the single Classics MLitt framework (Humanities).
- The **Classics MRes** is a relatively new degree; its distinctive features are becoming clearer and as a result we are now able to direct applicants to the most appropriate Masters degree. The balance between linguistic and non-linguistic courses within both degrees, and the extent to which students can tailor their curricula to their scholarly plans (including taking outside courses) are both very satisfactory (Humanities).
- **English Language** reported that students 'seemed exceptionally well-motivated and went on to produce original topics for their research dissertations, utilising the technical knowledge acquired in the taught courses (research dissertations are currently being examined)'. Students were satisfied with the academic content of the course and the teaching methods, range of academic expertise available, and choice of course options (Critical Studies).
- **Creative Writing MLitt** noted that 'feedback from the SSLC indicates that the vast majority of students are finding the constituent courses – e.g. Craft & Experimentation, Workshop, Editing & Publication, Practice as Research, Practical Pedagogy - well-designed and delivered, challenging but enjoyable, and valuable learning experiences' and feel that the balance between group and individual work 'seems appropriate and encourages skills development and confidence' (Critical Studies).
- The course design of **Victorian Literature MLitt** was strongly commended by the external examiner who praised it as 'an exceptionally good MLitt: well-conceived, well-structured, with a great deal of evidence of excellent teaching, a very high level of engagement both with primary 19th century cultural discourses and with the relevant bodies of criticism and theory - this latter often to a very high level of sophistication and applicability' and believes it to be 'one of the best programmes of its kind in the country and as good as any worldwide' (Critical Studies).
- **Modernities** (MLitt) continues to provide a 'challenging programme of study' (three from this cohort have gone on to start PhDs in 2014). Students 'particularly appreciate the variety of different approaches offered by the team-taught core course'; the flexibility of this system also means that colleagues from other subject areas can be brought in, and in general 'the programme remains fresh and research-led' (Critical Studies).
- **TRS MLitt**: student feedback indicates that the teaching aspect of the programme is working well (Critical Studies).
- **English Language**: the innovative School Research Training Course was well-received and provided the students with excellent training in research skills (Critical Studies).
- **English Language**: students are given 'the option of attending an extremely wide range of extra Subject-specific lectures, discussion groups and special research talks and events which were available in addition to their compulsory course lectures'. Students also attended a wide range of research talks and special events – many in English Language but also in other Subject areas and Schools (for example, lectures organised by the EFL Unit) (Critical Studies).
- The general content of the classes and knowledge of the lecturers participating is good (**Translation Studies**

Msc/SMLC).

- The feedback given to students across all languages is now much more consistent. This was remarked upon by the external examiner (**Translation Studies Msc/SMLC**).
- The level and diversity of the students work is particularly strong (again commented upon by the external examiner) (**Translation Studies Msc/SMLC**).
- The range of languages and options within the School are particularly strong in comparison to other universities offering similar programmes. This has helped attract a strong group of students each year (**Translation Studies Msc/SMLC**).

Work placements:

- Most programmes in **CCA** highlighted very prominently the value of work placements and experience opportunities for students in external institutions (e.g. museums, Glasgow Life, Historic Scotland, V&A, Smithsonian, Playwrights' Studio Scotland etc.). **Theatre History** highlights the Theatre Archive Placement (undertaken at the Scottish Theatre Archive or the Theatre and Performance Department at the V&A Museum). Working links such as these with the heritage and cultural sector, with 'industry' and other externals are clearly a significant and fruitful feature of PGT provision across most of the school. (**CCA**)
- History of Art's **Textile Conservation 2-yr MPhil** has significant input from the cultural heritage sector in Scotland / UK: visiting lecturers, site visits and assignments, practical object treatment projects from the Hunterian, Glasgow Museums, British Museum, Kew Economic Botany Collection, Dumfries Museum, Manchester Gallery of Costume, etc. Students undertake integral work placements in the UK and overseas (this year at the V&A, Museum of London, National Trust, Philadelphia Museum of Art, Hellenic Ministry of Culture, etc).
- **Theatre Practices** highlighted the value to their students of 'professional mentors' within local theatres (Theatre Studies/CCA).

Employment:

- It should be highlighted that all graduates from the first three years of the History of Art **Textile Conservation 2-yr MPhil** programme are employed and the new UoG programme has gained a good reputation in the cultural heritage sector in the UK and overseas (CCA).

Recruitment

- **History of Art's Politics: Transgression MLitt** programme had an exceptional cohort: of the 13 students whose final results were assessed at the final board, 4 obtained a distinction and were of a particularly high order this year, with two of the students having gone on to PhD (at GU) and three further students preparing for PhD study (at GU and one abroad). This continues the strong record of PGR recruitment from this PGT programme (CCA).

Quality of Work and Assessment Methods

- **Dissertations:** Almost every programme in CCA reported that External Examiners had singled out the high quality of dissertations as a notable strength. This would appear to be a positive feature of PGT work across much of the School. In some cases this was explicitly attributed to the extensive dissertation preparation input provided. The value of the **HoA** annual PG symposium (where students formally present on their dissertation topics) was highlighted (**CCA**).
- **English Language:** the balance of taught/research degree (September to January courses, and the dissertation from January to September) worked well for this cohort of students since all were well able to cope with the research-style dissertation. Expert supervisors were provided for the dissertation and all students were satisfied with the supervision they received (Critical Studies).
- **Critical Studies:** There are no major issues reported with assessment, and again there is innovation and continuing refreshment in this area.
- **English Language:** results were 'good overall', with all 5 full-time students achieving the necessary grades to progress to the research part of the degree. Some of these students produced work 'of an exceptionally high standard' in the taught part of the course, as confirmed by external examiners (Critical Studies).
- **TRS:** the student who completed the course gained a distinction (Critical Studies).

- **Victorian Literature:** the external examiner commented that “[m]arking, consultation between internal markers, the fullness and constructive nature of feedback offered to students was all exemplary; I read a great deal of excellent work, certainly comparable with and often better than other institutions of which I have knowledge (including my own). [...] although all students did not maintain a consistently excellent spread of marks, all students achieved at least some excellent work.” 5 out of 5 students achieved Merit this year (Critical Studies).
- After discussion with students, **Victorian Literature** has also instituted new seminar presentation styles : formal presentations without scripts in semester 1, and lead-the-discussion presentations in semester 2. This has been commended by students. It has also introduced new formative assessments based on professional academic activities: textual editing and writing grant proposals. These have been commended by students (Critical Studies).
- **Modernities MLitt** notes that the new system for submitting work online was welcomed by the students and worked well for them (Critical Studies).

Quality of Teaching and Resources

- **Standards of teaching and assessment:** Several programmes in CCA noted that their External Examiners had commented very favourably on the standard of student work achieved in 2013-14, the quality of feedback given and (e.g. **CCPR**), the high levels of consistency and impartiality in internal assessment of student work (CCA).
- **English Language:** students ‘spoke very highly of the fact that they were given the opportunity to attend extra classes and other talks/events where they felt they needed to improve their background knowledge or advance their studies to a higher level’ (Critical Studies).
- **Creative Writing:** ‘access to high-profile speakers is valued, including award-winning writers and industry experts such as literary agents and editors’ (Critical Studies).
- **Victorian Literature:** ‘[c]lasses and extracurricular activities are generating productive and supportive relationships among students, and between students and staff’ (Critical Studies).
- The use of the research seminars in **LTA** and **TRS** works well to introduce students to the diversity of styles and methods of research’. Large number of TRS PGT students transition to research degrees in the subject (Critical Studies).

Pastoral Support

- **English Language:** students ‘commented on the willingness of staff to provide assistance’, particularly in the case of students who needed extra support due to illness, bereavement and other personal problems. One student with particular health problems commented on the “extremely helpful and supportive’ staff (Critical Studies).

NEEDING WORK:

Work placements

- The down side of the success of work placements as noted above is the pressure on staff, external partners and resources in organising and facilitating these. They are very popular with students and some areas of the School are considering alternatives in order to reduce some of the pressure on these opportunities (CCA).

Programme and Course Development

- ‘The Research Methods’ (**Theatre Studies**) course needs some development as a result of the significant increase in PGT numbers. This is a core course for all four of the subject’s PGT programmes. Large number of students in this class during 2013-14 meant that at times it was challenging for the course tutors when attempting to engage in workshop delivery modes. The staff team is currently undertaking a review of this course, with a view to revising and reformatting to take into account the larger cohort (CCA).
- Some similar issues apply to the **History of Art** Research Methods Core courses; it is apparent that these large ‘core’ courses present particular challenges. At the other end of the scale, **F&TV** reported that it was agreed that too many options were offered this year, resulting in some very small class sizes (particularly in the option Film Movement), impacting on teaching and learning (CCA).

- Additional skills sessions need to be added to the programme. In the first two years of the MSc, skills were taught in the core classes, but an additional weekly skills series would be very useful for student progress and would assist with the jump from undergraduate to postgraduate level (**Translation Studies Msc/SMLC**).

Recruitment

- **Classics** are working hard to match student support to prior experience of the subject, which is very various. This requires good communication prior to and at the start of study, particularly as the subject area is not involved in the acceptance of MLitt students (Humanities).
- **TRS MLitt**: recruitment to the programme was low, with two students enrolled in September 2013, one of whom had to withdraw due to illness (Critical Studies).

Administration

- **Modernities**: Staff and students are happy with the new electronic submissions approach, 'although clarity is required in relation to how staff receive hard copies [of assessment] from the administrator'. Weekly collaborative meetings between the School and Subject coordinator have been instituted, and Modernities piloting (outside of Creative Writing) of online submission has been highly successful (Critical Studies).
- **English Language**: This was the first time that the English Language PGT assessment had been administered at School level. **M.Res.** students specifically commented on the need to improve certain aspects of administrative communication about the submission procedures (students said they expected to receive reminders from the School about submission deadlines but the School administrator assumed that Students were responsible for managing their own deadlines). Moodle links to relevant information will be increased in future. Submission processes and assessment structures/processes have been standardised across the School and handbooks have been streamlined and standardised deadlines in agreement with Head of School Administration. Issues such as late submission, etc. can be dealt with consistently across all PGT courses (Critical Studies).
- **English Language**: M.Res. students said they found the relevant forms difficult to locate, although it was not clear whether this meant School or College forms (their taught programme is handled by the School and their research programme is handled primarily by the College). The Assessment information in the SCS Moodle now covers PGT Assessment and should resolve this issue (see improvement plans below) (Critical Studies).

Assessment

- **Victorian Literature**: students have asked for more guidance about use of critical sources at Masters level (Critical Studies).
- **Victorian Literature**: External Examiner would like to abandon the 22-point marking scheme in favour of one of the more widely-used UK schemes, but observes that '[t]his is not within our scope' (Critical Studies).

Teaching Provision

- **Victorian Literature** students have requested longer seminars, especially in the core course (Critical Studies).

Recruitment

- Recruitment was low in **TRS**, with two students enrolled, one of whom had to withdraw due to illness. Staff changes mean that TRS will re-configure the programme in academic year 2014-15.

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Activities

- **Modernities**: there was not so much in the way of *bespoke* extra-curricular activity in this academic session for its course (field trips etc) largely because of a handover of convenors at Christmas and that this is now already being built up again (Critical Studies).

Good Practice

Comment on innovation? What practices should be recommended?

The value of work placements is clearly important (see under 'Reflection' above).

Research Environment and Activities

- **TS Playwriting and Dramaturgy:** The MLitt Playwriting and Dramaturgy annual Play Reading event, which is held during the summer, involves a public sharing of the students' work, which members of the theatre industry are invited to. Applicants to the programme are also invited to this event as part of our Conversion activity for the programme (CCA).
- **Film & TV Studies.** All students on the **Film Journalism** programme now receive a press pass for the Edinburgh International Film Festival which the students think is excellent (CCA).
- **HoA Textile Conservation :** Community engagement – this year students prepared and gave talks on textile conservation to pupils at Eastwood High School and fashion students at Glasgow Kelvin College (CCA).
- As part of the research training methods course, **Classics** ran a session in Special Collections in the Library to introduce PGT students to the Library's classical MSS collection and the issues around the editing of manuscripts. This was a very successful session, and they hope to continue to embed the Library's research resources into the PGT programme.
- **HoA Art: Politics: Transgression:** The Berlin study trip, which has been an important annual feature of the course, was once again received extremely well by the students. This kind of hands-on study in a major metropolitan art centre is an example of how the theoretical and historically-based work in class can be made vivid for the students, and is a practice which can be recommended strongly (CCA).
- **Victorian Literature** has instituted a Facebook group for staff, PG and UG students interested in Victorian matters ('Victorianists at Glasgow'). There is a long-standing Modernities Facebook group and **Modernities** records that 'the Modernities Facebook page continues to provide an important informal forum for current students and alumni to share information about relevant events and stay in touch beyond graduation, developing the sense of a Modernities community' (Critical Studies).
- In **Modernities**, 'as in previous years students have been encouraged to participate in the intellectual life of the Subject and School, including attending research seminars, peer-led reading groups and work-in-progress sessions; this enhances learning opportunities, enables acquisition of professional skills and supports retention' (Critical Studies).

Assessment

- **CCPR Media Management:** This programme recommends ensuring an early and sustained focus on dissertation preparation. Its structure, with Research Methods taught in semesters 1 and 2, includes a very strong focus on preparing students for their Masters dissertation throughout the year. This appears to pay off in high success rates for students (CCA).
- **Translation Studies Msc:** the range of assessment for the ATLS course has worked very well. The fact that we ask students to revise one of their translations following feedback replicates translation processes within the industry and encourages students to reflect on their own practice. This works well alongside the submission of a translation commentary (SMLC).
- **Victorian Literature** has new formative assessments, with accompanying workshops, 'based on professional academic activities: textual editing and writing grant proposals' (Critical Studies).
- **Translation Studies Msc:** the moderation by the programme convenor of all work submitted across the languages has meant that marking is consistent despite there being so many contributors to the course (SMLC).

Teaching and Course Design

- **Creative Writing:** MLitt Editing and Publication course requires students to seek inspiration from and create work that engages with the outside world in quantifiable ways'. Examples this year include: the publication of two e/print on demand anthologies of fiction, one publication with accompanying exhibition staged in various local authority venues and at the Scottish Parliament, presentation of physical copies of the student-led magazine at a collaborative event with other universities, and public reading events. Creative Writing suggests that '[t]he course may provide a useful template for work-placement courses and we are discussing this with colleagues in the school' (Critical Studies).

- **Translation Studies Msc:** two new modules on *Literary Translation* and *Marketing and Translation across Media* were introduced. These gave students with only one foreign language the opportunity to build specialisms within translation and Translation Studies. These are innovative new courses that are group-taught and research-led, thereby widening the students' experience and knowledge of the field (SMC).
- **Creative Writing:** 'MFA (taught), has a unique Practical Pedagogy course and [...] students are responsible for providing Undergraduate Writing Workshops across the University to 130 students'. Additionally, it has also developed a partnership for MFA placements in Scottish Prisons and been involved in the development of a teaching resource for writers in prisons (Critical Studies).
- Recent developments (and future plans) for delivery of **Creative Writing** 'live' elements and pedagogical practices of distance learning MLitt (and low residency MFA & DFA) 'provide important examples of an area of development for other PGT and internationalisation programmes' (Critical Studies).
- **Victorian Literature** has introduced a workshop on digital resources, in which staff and students shared their favourite online resources for Victorian research (Critical Studies).

Improvement Plans

What actions are being taken forward?

- **Theatre Practices:** staff workloads are being reviewed across the programme, facilitated particularly by the appointment of a theatre practices tutor on a five year contract (from September 2014) (CCA).
- **Theatre Studies:** A key strength of the programme is its flexibility, which enables students to create a portfolio of courses based on their individual needs and interests (CCA).
- **F&TV:** New marking system implemented for dissertations, with a sheet (which only goes to the External Examiner) that documents the discussions that lead to the award of the final mark (CCA).
- **Dress and Textile Histories:** A cap on student numbers on this highly popular course is being introduced to maximise teaching effectiveness and collaborative opportunities with Glasgow Museums (History of Art/CCA).
- **Textile Conservation:** In 2014-15 the professional standards of the Institute of Conservation's Professional Accreditation of Conservator-Restorers (PACR) scheme will be integrated more specifically into the programme through a taught session. Students will include in conservation reports a review of how the professional standards have been met (History of Art/CCA).
- **Popular Music:** Two of the programmes were renamed in order to "re-brand" them and differentiate them. The success will be reviewed on an ongoing basis (Music/CCA).
- **Classics:** It became apparent last year that the subject area was not communicating as clearly as it could deadlines for changing curricula (particularly relevant in beginners language courses). The problem has been fixed for the 2014-2015 session (Humanities).
- **Translation Studies Msc:** Some language areas are not returning work within the three weeks recommended. Meetings have already been held to reinforce the importance of this (SMC).
- **Translation Studies Msc:** students said they would like more information on how the translations are assessed. This information was previously in the staff handbook for the programme but these more detailed criteria have now been added to the student handbook, to expand the information already there.
- **Translation Studies Msc:** students commented on the strength of the subtitling element of the programme and would have liked a full subtitling course to be part of the MSc. Georgina Collins received approx £9000 from the Chancellor's Fund to purchase software and has had a new course approved by the Board of Studies for launch in 2015.
- **Translation Studies Msc:** Some students struggled this year with the theoretical part of the programme as they were more interested in practice. A key text will be introduced to the practical translation part of the programme (*Can Theory Help Translators?*) It is hoped this will enable future students to see how theory and practice can be mutually enhancing.
- **English Language:** '[t]he major challenges encountered in 2013-14 are infrastructure issues, arising from the transfer of administration to School level. The problem of the spread of the administration across several buildings is being addressed in 2014-15 by the creation of a postgraduate hub where all assessed work will be submitted (although Subject staff will still unavoidably be in a different location). The School postgraduate coordinator has now been provided with some extra assistance at peak times, but this will need to be carefully managed by the School to provide sufficient cover at these peak times. The new record-

system system on the password-protected shared computer drive in 2014-15 will hopefully avoid some of the time-consuming duplication of record-keeping across School and Subject'. Steps are being put in place as 'the system for administering submissions is already being improved for 2014-15. Regular weekly meetings are now being held for the School Postgraduate Coordinator and Subject PGT Coordinators to develop a system that works for all Subjects in the School. The English Language School administrator and PGT Coordinator are currently working together to streamline the system for the next submission of work' (Critical Studies).

- **Staffing and change of title:** TRS reports that '[n]ew staffing has necessitated a re-vamp of the courses with a possible change of programme title to Religion, Literature and Culture'. This will be undertaken in 2014-15 (Critical Studies).
- **MSc in TRS:** An MSc degree is underway in 2014-15 in Values-Based Practice 'with a strong vocational bent, twilight teaching, and a clear route to the Doctorate in Practical Theology' (Critical Studies).
- **Creative Writing** is to engage with the **Blue Jeans Network:** 'By undertaking free trials, and involving the Distance Learning cohort in test sessions', **Creative Writing** has 'identified a more effective web-based conferencing tool: Blue Jeans Network. The Distance Learners find this hugely beneficial in terms of both rigour of seminar discussion and group cohesion (compared to Big Blue Button text chats)'. This allows Creative Writing to host and record video seminars. It is in the process of purchasing this tool (Critical Studies).
- **Modernities:** to enhance existing provision through field trips, internet and writing resource sessions for example, the National Library of Scotland; by offering a session on internet resources appropriate to the programme; and by offering a session jointly with other English Literature PGT programmes on Academic Writing at Masters Level in advance of the first assessment' (Critical Studies).
- **Victorian Literature** will offer 'additional workshops on research and resources in 2014-15 (as per student feedback), including visits to special collections, continuation of digital humanities workshop, field trip to National Library of Scotland (semester 2), academic writing workshop (semester 1). At the end of second semester, a PG student completing her PHD will provide a further workshop for students on oral presentation skills, preceding the annual dissertation conference. This workshop will be tailor made to assist this year's students who are concerned about their oral presentation skills' (Critical Studies).

Closing Loops

Comment on progress made on actions identified in last annual monitoring cycle

- **Textile Conservation:** Elements of sustainability and carbon footprinting were added to the Preventive Conservation course. This content will continue to be developed in 2014-15 (History of Art/CCA).
- **Playwriting and Dramaturgy:** A new elective course has been introduced to the programme on Contemporary Devising Practices – this has been well received by the students and feedback on the course from the External Examiner has also been very positive (Theatre Studies/CCA).
- **English Language, Modernities, Victorian Literature** and **TRS** recorded that no actions were flagged last year (in English Language, '[a]ctions identified on the last annual monitoring report for the related M.Sc. were specific to the Applied Linguistics component, which is no longer running') (Critical Studies).
- **Translation Studies Msc:** the additional technology workshops worked well this year and more students were able to pass the beginner's, intermediate and advanced SDL Trados exams as a result (SMLC).
- **Translation Studies Msc:** having had a few teething problems with SDL technology in the first year, all ran smoothly in year 2.
- **Translation Studies Msc:** the external examiner suggested that the name of the second core course be changed to more accurately represent the content taught. A new name of *Approaches to Translation and the Professional Environment* was approved by the Board. This took effect in September 2014.
- **Translation Studies Msc:** scheduling of the ATLS classes has been adjusted so they always follow the core course that feeds into those sessions.

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

School

CCA

- The key issue for **CCA** is ensuring ongoing/increased funding to support the vital external links highlighted by all programmes. For example: Need to ensure that funding is available to continue to develop and embed the employability aspects of the programme (raised by **Theatre History**); continued support in the way of budgetary provision to support visiting industry speakers and guest lecturers and in the appointment of suitable honorary staff to assist in ongoing work and reinforce links with industry (especially raised by **Centre for Cultural Policy Research**).

SMLC

- The demands of teaching at PG level for all contributors need to be integrated into a comprehensive workload model in order to ensure the MSc is not considered an add on or extra burden to colleagues.

Critical Studies

- **English Language:** staff working conditions for administering assessment were 'far from satisfactory' in 2013-14 and involved the postgraduate administrator "hot desking" in the School Office in number 5 University Gardens in order to receive the work. Late work went temporarily astray because of this split-office set-up since the work was submitted to number 5 University Gardens. These difficulties were addressed in 2014-15 with the creation of a postgraduate hub where the administrator is based and work will be submitted (Critical Studies).
- **English Language** would like more cover for administrative staff, particularly around submission times. The assessed work for the School takes some time to sort out and distribute to course coordinators, so the relevant administrative staff need to be available on both the day of submission and on the day(s) needed for sorting/distributing the work. Alternatively, cover needs to be provided by staff who are trained to deal with postgraduate submissions. This is a resource issue which School management need to deal with by timetabling annual leave around key deadlines and providing relevant training for staff who are covering'. The SCS Administration Learning and Teaching Administrator (postgraduate) has clarified that such cover is now in place and points of contact have been established for cover staff (Critical Studies).
- **English Language:** In 2013-14, 'student record-keeping involved duplication of records across the School and the Subject, which are in separate locations. The administrator is based at School level so needs records there, but the staff in English Language also need access to records for their face-to-face dealings with students, competing extension forms, etc'. In 2014-15, a single system is being developed on the password-protected Jdrive, to be accessed by Subject staff and School administrators (Critical Studies).
- **Creative Writing:** Blue Jeans Network Licence – the School has confirmed a mechanism for purchasing a Blue Jeans Network licence and the programme needs this to be purchased as a matter of urgency because two free trials have been exhausted (Critical Studies).
- **Modernities:** 'having to devise a non-Pass/Fail summative assessment formula for the Research Skills Course was a particular challenge this year' (Critical Studies).
- **TRS:** School PGT convenors are working together to address the recruitment, marketing and other problems identified in **TRS**, as well as share good practice across the programmes and find ways of co-teaching and collaborating at an interdisciplinary level (Critical Studies).
- **English Language:** Postgraduate administration staff cover: '[t]he School needs to note the above point about staff cover for the postgraduate administrator, particularly around submission deadlines (on the submission day and during the period when assessed work needs to be sorted out and distributed). This needs to be properly managed at School level'. This has already been resolved with designated points of contact having been established. Furthermore, the PGT Moodle and School Handbooks (which include PGT resources) have been streamlined, and Assessment is covered in the SCS Moodle (Critical Studies).
- **Assessment submission** – There were problems noted in 2013-14 'with the School-level arrangement of requiring students to hand in work to a building where the postgraduate administrator is not based'. This system has already changed for 2014-15 (Critical Studies).
- **English Language/M.Sc. quota and recruitment to M.Res.** – In 2013-14, 'the hybrid taught/research M.Res. course was run as an alternative to the fully-taught M.Sc. course since the M.Sc. was thought not to have recruited sufficient students. This worked satisfactorily in 2013-14 but this 'this cannot be seen as a fall-back

position for every year, since some of the students applying for the M.Sc. do not have the experience or qualifications to do the more independent high-level dissertation study required for an M.Res'. Thus and, as a consequence, '[t]he School needs to determine a proper strategy for when the situation arises where numbers are insufficient for the M.Sc. but students are not of sufficient quality to do the M.Res' (Critical Studies).

College

Staffing

- **Theatre Studies** have flagged up an urgent need to bring their Theatre Technician post up to a full-time contract. The pressures on the existing part-time member of staff to deliver what courses and students require of him becomes greater and more demanding each year. Some of these demands can no longer be met within the fractional contract, notwithstanding the generosity of this member of staff's commitment to student work (CCA).
- **English Language:** college needs to be aware of the substantial amount of work involved in running the M.Res. as opposed to the M.Sc. (teaching, supervision, internal examining). Student fees need to reflect this workload and the staff workload needs to be taken into account when considering the M.Res. as an alternative to the M.Sc. (Critical Studies).
- **Translation Studies Msc:** we do not currently have sufficient staffing in Translation Studies in order to cope with increasing demand at both PGT and PGR level (please note that we are now unable to accept more PGR students who wish to be supervised by a specialist in Translation Studies). This will be a major issue now that the university wishes to recruit Chinese students (SMLC).
- **Creative Writing** (Elizabeth Reeder/Zoe Strachan) submitted the following statement regarding staffing issues and management thereof:

'We have been chronically short-staffed. The departure of Dr Todd Swift in March 14 left us understaffed by a 0.7 post through the spring marking and APR period. This post was filled by Carolyn Jess-Cooke in Sept 14. However, the departure of Dr Kei Miller on 31.08.14 leaves us a 1.0 post down for this coming year. The sustained increase in workload which has ensued has been challenging and stressful for all concerned. Issues resulting from the staff members no longer with us have been well-documented through PDRs, letters to line management from Occupational Health, and in numerous emails and staff meetings. We must stress again that had we not stepped up during the abandonment of duties by the former PGT Convenor, the programme would not have run successfully during the previous academic year or into this current one. While we are delighted with support and communication in the light of new arrangements for line management, and feel positive about the plan for restructuring staffing, we would like it to be noted that we are completing this AMR as a gesture of goodwill. Neither of us was PGT convenor for the period it covers' (Critical Studies).

Space and Equipment

- The success of new programmes in **Theatre Studies** has placed further demands on limited theatre and studio spaces. Theatre Studies needs, at least, a second studio space to effectively deliver the teaching, rehearsal and theatre-making demands of our practice based learning at U/G, PGT and PGR levels (CCA).
- Temperature of teaching rooms 217a and 408 in the Gilmorehill Centre – these rooms (especially 2107a) are far too warm. This is an issue that has been raised by teaching staff from the programme as well as by students at our Staff-Student Liaison Committee meetings and on course evaluation questionnaires (Theatre Studies and F&TS/CCA).
- **Technical Art History:** The need for more funding for scientific equipment and its maintenance for students (as happens in College for Science and Engineering) such as stereo microscopes, as well as materials needed for analysis (Art History/CCA).
- **Creative Writing** requests that the College '[e]quip a number of seminar rooms with recording facilities to better facilitate distance learning, low residency options, and internationalisation activities' (Critical Studies).

Graduate Careers

- **Victorian Literature:** students have asked for 'more provision of guidance about non-academic careers'

(Critical Studies).

Assessment

- **Modernities:** '[t]here is already an email trail of issues arising from the College **Board of Studies** request for changes to be made to a number of Modernities course assessments for 2014-15. I received notification that a number of our assessment mechanisms were deemed not to be adequate for the credits per course on 7th August 2014 and was asked to make those changes for the coming academic year. Some of these changes were relatively minimal [...], but some were not. Given the timing of the request and the relative unavailability of staff, I was particularly unhappy about bein[g] asked to bring in significant new assessments without having time for adequate staff consultation (I was being asked to add an assessment of 2,500 words or equivalent to the longstanding assessment mechanism of a final 5,000 word essay for a 30 credit course; it is perhaps also worth noting that at the University of Birmingham –our external's institution – a single 6,500 word essay is regarded as adequate assessment for a 30 credit course). I wanted to ensure that the decision about what kind of new assessment to bring in was based on proper consultation and good pedagogical practice. A compromise was reached; but this experience has raised concerns about communication between Board of Studies and convenors. In particular, I remain unclear at what point the assessment mechanism apparently adequate for several years (namely the 5,000 word essay) became inadequate and how this ought to have been communicated to me, or how I ought to have identified this, before August of this year. I would also note that the external adviser expressed her surprise that we had been required to put in place assessment mechanisms that differed from those advertised on, for example, the programme website or indeed course catalogue, and therefore those which the incoming students might legitimately have expected to appear on the programme' (Critical Studies).
- **English Language:** Assessment scheme for the M.Res.: for the taught component (semester 1) students simply needed sufficient grades to progress to the dissertation stage. There seems to be no distinction made in the overall result between students who just get the bare minimum grade to progress and students who do exceptionally well at the taught stage. This is because 100% of the final mark depends on the dissertation and, as for research degrees, there is no merit/distinction to reflect strong performance. Hence, there is little incentive to do well in the taught programme and no real reward for those who do excel. **English Language** asks that the college think through the implications of this hybrid degree structure for student motivation when they are on-course and also for the end reward of the final degree classification (Critical Studies).
- **English Language/MRes:** one internal examiner commented on the need for more guidance on how to assess M.Res. students. When assessing the dissertation, examiners have to take into account the fact that the dissertation stage only runs from January to the end of September and yet 100% of the mark is being allocated to the dissertation. More formal guidance from the college would be useful (Critical Studies).

Recruitment and Marketing

- **TRS** notes that funding and Visa issues have led to a lower take-up in recruitment than August data from RIO would suggest, and asks that this and related concerns regarding the decision on whether or not to run a programme should be raised at College as well as at School level.
- **Translation Studies Msc:** the programme has the capability to grow significantly beyond the numbers we are currently recruiting to the MSc (especially when placed in the context of the growth of the discipline in Key Competitor Institutions such as Edinburgh, Heriott Watt and now with the expansion of Translation Studies at Stirling). This would require a more resolute marketing campaign at College level (SMLC).

Procedures

- **English Language:** the college needs to look carefully at how the M.Res. fits into the scheme of degrees in terms of administrative liaison with students. As a taught/research hybrid, the students need some guidance from the college about procedures at the point they switch to writing their dissertations, deadlines, possible thesis-pending year, submission procedures, etc. would be useful. Also, all material in documents and on the internet needs to reflect the fact that the M.Res. degree may be running in any particular year. What M.Res. students need to do for the APR process could also be clearer. Students reported that from an administrative perspective, they sometimes felt "on the periphery", which is perhaps not surprising when they do not fit neatly into either PGT or PGR strands.

University

Health and Disability Support

- Appropriate support for staff and students dealing with the impact of students' mental health issues continues to be a pressing issue (CCA).
- It was noted that the **Student Disability Service** is very supportive of students with e.g. dyslexia, but the support takes a long time to implement, often almost to the end of semester 2 (CCA).

Marketing

- Colleagues noted that it is very difficult and slow to implement updates to the programme web page on the university website - this can only be done through RIO staff. Others noted a lack of sufficient help with PR/marketing of programmes (CCA).

Language proficiency

- Language assessment for international students who have come through the pre-session courses at the language centre and have not taken IELTS is insufficient for the level of the programme (a particular issue was identified in 2014-5 session by **History of Art** but the problem of some students' inadequate language proficiency is relevant more widely) (CCA).

MyCampus

- Ongoing problems with MyCampus continue to impede the smooth running of all PGT programmes (CCA).
- Movement between the **English Language M.Sc.** and M. Res. programmes occurs because either the M.Sc. has low recruitment or because students request a move to the higher degree. Yet in 2013-14 this resulted in duplicate records being set up for students, which caused confusion. There are still registration problems in 2014-15, which will be reported on in the next AMR (Critical Studies).

Technology and Space

- **Creative Writing:** the forum for delivering online seminars and workshops was isolated as an area for improvement (see below), and that 'existing university facilities through the Big Blue Button facility in Moodle are inadequate for student needs; these are limited to text-based chat, and there is no reliable recording or copying option' (Critical Studies).
- **Creative Writing: Making Room 101, 5 University Gardens a Video Conference Suite** – a request was submitted for this last year (and **Creative Writing** was told it must prove need by using someone else's VC suite). It is noted that '[h]aphazard' booking of another room was unviable as it was needed it at a regular time, weekly, and this sort of room booking could not be secured for the correct room size. During 13/14 the live chat element on Moodle for MLitt DL students continued, all last year and into this autumn, to fail students and staff. At last year's and this year's CW SSLC DL students gave strong, clear feedback that a video conferencing tool for live teaching is urgently required. Creative Writing is now using BlueJeans as a video-conferencing tool (with recordable sessions) and re-submitting a bid to make Room 101 a videoconferencing room for the MLitt DL and to support the developments of the low residency MFA & DFA (Critical Studies).

RIO

- **TRS Mlitt:** 'there is no marketing of its programme other than via the website'. Thus 'better communication strategies are required between RIO and subjects to promote recruitment and clarify access requirements (visas and English language certification)' (Critical Studies).
- **Creative Writing** submits that 'despite repeated attempts to get a marketing plan in place', it has 'been unable to receive confirmation of monies or activities available for the marketing of our programme, particularly necessary as we launch the MFA/DFA. This is an ongoing area of clarification and action on the part of the School and College' (Critical Studies).

Assessment

- **Modernities:** Final Degree Classification and Threshold Grades. The final exam board for this programme was extremely concerned about 'the effect of the regulations governing final degree classification which require a student to obtain a threshold grade in coursework regardless of their performance in the degree as a whole. So, for example, the student with the highest dissertation grade this year, who also had a range of

excellent marks among her coursework grades, was nevertheless disbarred from receiving a distinction owing to a relatively low mark for her very first assessment. The board felt that the regulations work against the recognition of exit velocity, effectively reducing the recognition given to the work of students and staff in improving student performance over the course of the programme; and are likely to have a detrimental effect on student morale since some students will be aware at the end of the coursework component of their programme that they are unable to attain a higher degree classification regardless of their performance in the dissertation. This view was strongly supported by the external examiner, Dr Deborah Longworth (University of Birmingham), who felt that the emphasis should instead be on the final research component of the programme'. Bryony Randall (Convener) moreover states, 'I note that the Academic Standards Committee have recently approved the award of a degree through the Glasgow School of Art where the degree classification rests entirely on a final project (approved at meeting of ASC 23rd May 2014, ASC13/115). While this is not an appropriate model for Modernities, it does indicate that the University is prepared to support alternative models of assessment at PGT level. The board felt that if at least the students might qualify for consideration in the zone of discretion based on the calculation of the average of both coursework and the dissertation, rather than just coursework grades, this would give a more representative picture of the candidate's performance as a whole over the course of the programme' (Critical Studies).

Timetabling and Accommodation

- The hybrid nature of the **Eng Lang M.Res.** (part-taught and part-supervised) has caused problems for student arrival dates and accommodation contracts: although the study period is technically one year, the study period in fact generally exceeds that by a few weeks. Students needed to be in Glasgow for orientation, induction and the start of classes in mid-September, but their offer letter specified 1st October. This was a particular issue on the M.Res. as some students need to do the Social Science induction course to get the necessary statistical and data-handling skills. These different dates 'are not only confusing for students, but cause real problems with their planning for their arrival in Glasgow and moving into accommodation'. Linked to this, some students reported problems due to their university student accommodation contract terminating before the end of their study registration period (since the deadline for the M.Res. is the research deadline of end of September). At least two M.Res. students had to leave Glasgow in the final weeks of writing up their dissertations because they no longer had accommodation – it is noted that 'apart from the general worry and inconvenience for students, this made supervision at the final stages and dissertation corrections very difficult' (Critical Studies).

Hot Topics

Do you have any comments on the following topics?

How would you like to see the VLE (Moodle or other) develop to enhance the delivery of your courses?

- It was noticeable that colleagues have comparatively little (often nothing) to say on this question. Some who did respond felt that no development/extension was needed. CCPR and HoA (Collecting) noted the current variant of Moodle (Moodle 2) is easier to use than its predecessor and covers all needs adequately. Theatre Studies noted that Moodle was used well to foster the PG community (CCA).
- **Translation Studies Msc:** Once students are able to submit their work online and marking can also be completed electronically, this will speed up the assessment process and getting feedback to students. We intend to introduce this in the academic year 2014-15 (SMLC).
- **Creative Writing:** it would be a 'smart and timely investment' to make Room 101, 5 University Gardens: Video-Conferencing and Echo into an integrated video-conferencing suite – i.e. recordable – and integrate the Echo system (video/audio, recordable facility) into this. This would represent 'an essential development at School and College level' as in the coming years it will require to record up to five seminar and workshops per week for its programmes. This resource would also be easily accessible, bookable, and more widely available, allowing for the development of distance learning partnerships, distance learning PGT courses, and facilitating of internationalisation (Critical Studies).
- While Moodle is regarded as a 'valuable tool' in **TRS**, concerns were raised that it is 'very rudimentary and

technically unsophisticated' (eg. in attempting to change font, insert graphics, or carry out tasks that otherwise simple in MS Word). As a result, it is considered to be 'time-consuming to manipulate' (Critical Studies).

- **English Language:** 'Moodle2 was not reliable during the 2013-14 academic year. This was a considerable problem when courses relied on Moodle2 for delivery of electronic handouts and other course materials. It was also problematic for the electronic submission of assessments via turn-it-in'.
- **Victorian Literature** also observes that 'it would be very helpful if it were easier to set up assessments using Turnitin'.
- **Modernities** notes that Moodle works well, and is the 'prime means' of communicating with students and posting course materials (Critical Studies).
- Training in Camtasia requested (by **Victorian Literature**) in order to set up online videos (Critical Studies).

Was student attendance at your courses maintained at an acceptable level throughout the year? If not, what strategies would you employ to improve attendance?

- Several programmes reported student absences for serious reasons (severe illness, bereavement etc.) but otherwise good attendance (CCA).
- All programmes in Critical Studies reported consistent to very good or excellent attendance, as well as noting attendance at extra-curricular events. Although **Victorian Literature** flagged preparation as an issue in the second semester, this was 'not to an unacceptable level'.
- **Translation Studies Msc:** generally attendance was very good, although the MSc student representative on the SSLC did not turn up to the meetings. In the coming year, we will be reinforcing the importance of the SSLC for expressing student views and also having two representatives if one of them cannot attend a meeting (SMLC).

Are there any other topics you wish to comment on?

- **MyCampus** continues to be a significant problem for PGT students – especially at the start of the programme; there were a number of issues with enrolment which also added to the workloads of admin staff (CCA).
- Staff in **Film and Television Studies** feel that the External Examiner's fee is "embarrassingly low" (CCA).
- **Modernities:** 'the online applications system is still not able to accommodate direct uploading of referees' recommendations (including automatic reminders etc). There is a long-standing request to the director of RIO to authorise this facility which would bring GU's system in line with all our competitor institutions' (Critical Studies).

PGT CAMS: 2013/14

College of Arts

College QAO: Dr Helen Stoddart

Report Commentary for Academic Standards Committee, 13.02.15

The information which is missing from this report is as important to note as the points included within it. Approximately 14 programmes failed to submit reports to the Annual Monitoring process – mostly from the School of Humanities. This lack of engagement with the Quality Assurance procedures is clearly a matter of concern. As a first step to addressing these I have arranged a meeting with the School PG convener from Humanities so that we can attempt to find out why staff have become disengaged in this way and then, hopefully, address the problem with a set of actions to be put in place for the following round.

In other areas of the School, however, there has been positive and detailed reporting with evidence of new programmes getting off to strong start (in Theatre Studies and Art History) and other more established programmes (in English Literature and Language, Creative Writing, Translation Studies, Classics and Art History), strengthening their existing provision.

Work Placements and Engagement activities. The College has been investing heavily in both extending the range of work placements available and the degree to which programmes use and interact with local institutions and communities through invited speakers, visits and workshops (e.g prisons, theatres, Scottish Parliament, museums, see p.2 & 5 for details of these). Most programmes now include these sorts of activity and they feature heavily in the accounts of Good Practice across the College. The College has appointed a Work Placements Officer to provide leadership and guidance in this area and thereby to develop and strengthen existing work placement opportunities at UG and PG levels. At the same time this work is clearly very labour intensive, to the extent that Culture and Creative Arts note (p.3) that they may have to seek alternatives, which is clearly a concern, especially since there appears to be a developing recognition of the strong correlation between these sorts of opportunities and events, the attractiveness of the programme to applicants and the job opportunities for graduates (see Employment and Recruitment, p.2).

Areas of concern. Most of the issues raised at College level relate to space (teaching and admin arrangements) and staffing, though there were some significant anxieties about both external strictures relating to assessment and to the marketing and publicity for individual programmes (p,10).

I would particularly like to draw the committee's attention to the list laid out on pp.11-12.

- As with the UG CAMS report, there are ongoing concerns about the efficiency and reliability of MyCampus, timetabling and room bookings.
- In particular, Creative Writing (which depends very heavily on video technology for successful delivery of aspects of its programmes) have

again requested that 101, 5 University Gardens be made into a video conferencing suite.

- They are also concerned that the Big Blue Button technology does not meet many needs in this area.
- There were ongoing worries about both Counselling and disability services with regard to the length of time they took to give students appointments and provide support.
- Many programmes expressed frustration with RIO: getting information about programmes on the web pages and keeping it updated; marketing and promotion of programmes; clarification of visa arrangements; clarification of available funding for marketing.
- Some concern (History of Art) was expressed about the levels of language proficiency in international students admitted after pre-sessional courses at the Language Centre.
- A significant objection was raised by English Literature about the existing regulations governing pg degree classification – please see the extract from this report (p.11/12). In short, the programme team, with the strong backing of the external examiner, feel that this regulation has a very negative impact on both morale and potentially performance. Students who are finding their way in the first few assessments but who gradually improve and may go on to produce a distinguished dissertation are effectively barred from gaining a distinction. Thus they have submitted a request that: ‘students might qualify for consideration in the zone of discretion based on the calculation of the average of both coursework and the dissertation (rather than just coursework grades). This would give a more representative picture of the candidate’s performance as a whole’.

Helen Stoddart, Critical Studies.