

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

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

College	<p>College of Social Sciences</p> <p>This report has been informed by Quality Enhancement and Assurance data across the College and in particular the School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College:</p> <ul style="list-style-type: none"> • Adam Smith Business School UG Studies: Mrs Margaret Milner • School of Education: Dr Dely Elliot • School of Interdisciplinary Studies: Dr Bethan Wood • School of Law: Professor Ernest Metzger • School Social & Political Sciences UG Studies: Dr Craig Smith <p>Dr Robert Doherty College Quality Officer.</p>
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Reflection

What is working well?

Notable across the reflection section of the annual monitoring reports provided by each School is the recognition of an impressive array of high-quality provision. Across the College identification of strengths and aspects of quality exceed and outnumber those areas identified as requiring work or focused development.

Adam Smith Business School

Across three units of learning the School highlighted, alongside other very satisfactory dimensions, success in developing quality feedback through its TeleForm project and the 'leading enhancements in assessment feedback project' has acted as a focus for practice around high quality assessment feedback; providing recommendations that have been discussed and implemented across the School. Accounting and Finance recognised high levels of student satisfaction together with a strong profile of graduate employment.

School of Education

Across seven units of learning, the School of Education identified a wide range of successes and strengths. What is working well included developments in student selection for admission, effective communication with students, staff responsiveness, arrangements for peer support and support networks, improvements to models of School experience and cross disciplinary learning.

School of Interdisciplinary Studies

Across four degree programmes the School notes, among other satisfactory dimensions, high levels of student satisfaction in course evaluations, the use of debates to stimulate learning, effective assessment design, the use of student presentations and discussion, the use of flip teaching and the Scotland and the World project for supporting history teaching.

School of Law

Across two units of learning the School of Law report their review processes for evaluation and monitoring to be working effectively along with the use of electronic reading lists, the operation of Echo360, and the significant contribution to the contemporary edge of content and teaching arising from the contribution made by practicing field professionals in levels one and two.

School of Social & Political Sciences

Across eight units of learning, with many dimensions that are working well, the School noted high levels of student

satisfaction on internal surveys and on NSS data, staff enthusiasm and levels of interaction during lectures, the design of assessment and quality of feedback, communication with students, high performing GTAs and increases in student international mobility.

Reporting and Assurance

The Quality Officer reporting for each of the five Schools has confirmed to College that all units of learning have been reviewed and reported in this cycle.

Across all of the reports provided to College it is possible to detect a qualitative shift in the nature of UG annual monitoring. Evident across School reports is a positive and significant shift towards the use of the meeting, team-based, approach to monitoring and review as opposed to a single responsible reporter complying with a QA system requirement. Within School reports there are indications of a more focused and systematic process of review and consideration of academic quality across units of learning. There are signs of more attention being given to issues surfaced by NSS data and course evaluation feedback. There is also an emergent sharpening of structured planning towards addressing those areas that require additional work and development identified within the review process. Within the reporting process, Quality Officers have helped to improve the attribution of enhancement issues to the appropriate structural level (School, College and University) therefore supporting progression and the closing of loops across cycles.

Adaptations to the reporting format following the previous cycle, identified by the College Quality Officer and the Head of Academic and Student Administration, have been received favourably by Schools and teaching teams, the 2014-15 cycle of monitoring again has again indicated a number of potential modifications and refinements that would serve to simplify and focus the process on core assurance and enhancement. Possible refinements will be discussed with Senate Office and the Quality Officer's Forum.

What needs work?

Adam Smith Business School

Across the School a number of substantive issues were identified for enhancement focused action including: assessment feedback, staff student engagement, NSS scores, improving course evaluations, supporting dissertation work, enhancing critical thinking, using technology to enhance learning, learning resources and their allocation of appropriate teaching space.

School of Education

Across the School a range of substantive issues were identified for enhancement focused action including: the moderation of assessment, the operation of the placement allocation system, quality assurance School experience placements, assessment design, balance reading demand for students, quality of student feedback, assessment design, development of the VLE and the allocation of appropriate teaching space.

School of Interdisciplinary Studies

Across the School six substantive issues were identified for enhancement focused action: assessment design, assessment demand placed on students, improving student course evaluations, supporting research skills and student academic writing development and gathering comprehensive course evaluation feedback.

School of Law

Across the School a two substantive issues were identified for enhancement focused action: reconciling student satisfaction over turnaround and quality of feedback as evidenced in internal evaluation and disappointing scores in NSS; and responding to student requests for additional and guidance on preparing for examinations.

School of Social & Political Sciences

Across four units of learning the School identified four substantive areas for enhancement focused action: assessment feedback to students, turnaround time for feedback, course timing, student workloads and assessment deadlines room booking issues.

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Analysis across the reports produced by Schools indicates around 35 substantive items or areas identified as requiring enhancement and development work. Many of these are peculiar to particular courses, programmes and Schools, but there is a concentration around assessment. Assessment emerges as the most common area in need of development effort particularly feedback on assessment and promptness and turnaround times for feedback followed by the design of schemes of assessment within courses and programme levels and to a lesser extent the moderation of grades and feedback. This reflects a high degree of attention on this area; one in which the College NSS data historically demonstrates a stagnation or plateauing of student evaluation at a level below the institutional KPI. This is despite considerable efforts on the part of subjects to achieve improvements with renewed efforts being made in the forthcoming session.

Action Plans

What actions are being taken forward?

Adam Smith Business School

Each of the three units of learning has developmental action plans in place. The Management subject group identify nine action points that align well with enhancement concerns identified through monitoring. Accounting and Finance identified for areas for action and Economics indicated work on additional tutorials. At the School level, arising from the NSS, actions are planned to support the establishment of a culture of excellent teaching and learning, improved assessment design and feedback, course organisation and provision of learning resources.

School of Education

Across the eight units of learning reported by the School, action plans for enhancement and development are in place. Plans vary in scope from one major action point to plans with seven points for development focus. Action plans within the School align well with the issues identified under what needs work.

School of Interdisciplinary Studies

The School of Interdisciplinary Studies has four action plans in place taking forward enhancements arising from annual monitoring. The BSc Environmental Stewardship and the MA Health and Social Policy programmes both have a 12 point action plan in place for the present session. The MA Primary Education programme have identified five action points together with a number of actions focused on the student experience. The MA Liberal Arts / Humanities unit have identified a number of themes for action and five action points.

School of Law

Across the two units of learning at UG, the School of Law has an action plan for the new session focusing on assessment feedback and student support for examination preparation.

School of Social & Political Sciences

Across the five units of learning and School level, actions are being taken forward. Central and East European Studies have identified formative feedback and faster feedback turnaround times. Economic and Social History have identified the need for programme review, curriculum development, promotion of opportunities for independent learning and student mobility. The Politics group identified deficiencies in teaching spaces, the need to support GTAs, staff student engagement and peer review teaching development. Public Policy are looking to develop student peer review, the extension of technology enhanced learning, the embedding of graduate attributes and employability skills and the provision to students of more information on career opportunities. The Sociology group identified opportunities to diversified forms of assessment along with curriculum development and design within the pre-honours programme and its coherence with honours provision.

(For action plan details see individual School annual monitoring reports).

Good Practice

What practices are innovative?

School of Interdisciplinary Studies; BSc Environmental Stewardship

- Environmental ethics debates (Dr Bethan Wood).
- Linking of assessment material with graduate attributes (Dr Bethan Wood).
- Plagiarism: using the student's amalgamated work with mistakes and getting the group to identify these as

plagiarism (worked well at getting the message across). (Dr Bettina Bluemling).

- Residential field course linked to the industry with focus on the area/subject coming from around the world. Shows more scope for job opportunities (Dr Steven Gillespie).

MA Primary Education with Teaching Qualification

- Flipped teaching approach (Mr A. Graeme Pate)

School of Social & Political Sciences, MA (Social Sciences)

- **Economic & Social History (ESH):** First full year of operation of Exam Feedback on Honours examinations (introduced for April-May diet, 2014), providing profile of performance for each student across entire programme of courses, enabling students and staff to identify patterns of performance and structural strengths and weaknesses. Student feedback on this practice highly positive. (Dr James Phillips)
- **Politics:** The Olive Tree Initiative (OTI) programme, introduced for the 2014-15 academic session. Delivered as an undergraduate Honours course, OTI is based on an experiential learning approach and focuses on the importance of narratives of conflict in the Middle East through participation in a two-week educational trip to Israel, Palestine (West Bank), and Jordan. The programme involves an extensive learning process which brings together academic preparation, dialogue skills training, student fundraising, an intensive and wide-ranging trip to the region, and the structured reflective practice that happens both during the trip and on return during students' senior honours year. It also involves student engagement with a range of different community actors both within and external to the University as well as offering OTI-specific graduate skills training. The programme is undertaken in partnership with the University of California, Irvine, but is, to the best of our knowledge, the only course of this sort in the UK. (Dr Naomi Head)
- **Public Policy:** On the 'Active Citizenship' honours course, students were videoed doing their presentations. Feedback had been provided to students via Mahara. In general students had been satisfied with the comments and thought that this was a good vehicle to provide feedback. Staff had initially found the process slow, but speeded up with experience. It was also quicker than providing written feedback. (Dr Susan Deeley).
- **Sociology:** Our Level 1 Convenor cooperated with TELT colleagues to prepare an 'Augmented Reality' poster on study skills and exam preparation: see www.gla.ac.uk/colleges/socialsciences/staff/learningandteaching/teltnewsletter/headline_404697_en.html
- The poster interacted with the Layar application, which can be easily downloaded to any smart device. It managed to generate 132 interactions by a total of 43 users over five weeks. According to student feedback, students found the content helpful and liked the interaction and novel use of technology. (Dr Teresa Piacentini)

School of Education:

*Please note that these practices are commonly observed in a number of undergraduate programmes, and are exemplified below. For further information, the names of those representing the programme are also given.

E-learning

- **PgDE** – In the programme, the 'good use of blended learning approaches' works really well. This includes the support provided to students through the use of VLE (Mrs Delia Wilson).
- **MEduc/BEd** – Effective use of VLE on *What's the Point?* and *What if?*, Years 1 & 2 (Mrs Maggie Jago).
- **BA Childhood Practice (BACP)** – E-learning combined with complementary 'face-to-face support' and the designated 'self-study guide' (Dr Mary Wingrave).
- **MEd Community Learning & Development (MEdCLD)**– The team's better use of social media' effectively supports students' learning (Mr Dave Beck).
- **BTEchEd** – New modes of assessment feedback to include a new electronic form of automatically generated and administered feedback and commentary for student exams and portfolios was introduced by the Programme Team for rolling out in 2015/16; this has been brought to the attention of the CoSS Dean for

Learning and Teaching and the College of Social Sciences.

- Some work to 'embed recorded audio and visual feedback for some of our courses' has begun and will continue to be developed further.

Effective assessment strategies

- **BACP** – The use of a variety of assessment approaches, including debates, pen portraits, etc. (Dr Mary Wingrave).
- **BTEchEd** – Introduction of 'new modes of assessment feedback to include a new electronic form of automatically generated and administered feedback and commentary for student exams and portfolios', with the intention of rolling this out across courses for 2015/16 (Dr David Morrison-Love)
- Embedding and continuous development of the recording of 'audio and visual feedback' for some of the courses; this proved to be 'popular with students' expressed through course feedback and staff-student liaison committee (Mr Lee Dunn).

Creative learning activities

- **MA Religious & Philosophical Education (MARPE)** – Employing opportunities for students to learn outside the class, e.g. visits, 'safaris' (Mr Leon Robinson).

School of Law

- If a selection of students performs a formative exercise that mirrors the exam, the course convenor can share his/her feedback and provide not only substantive instruction, but guidance on how to perform on the exam.
- Optional group work. Assigned group work can be a useful form of assessment, but allowing an individual, optionally, to perform the work alone can obviate the occasional tensions of a group that is not working well together.
- Mixed lecture and seminar teaching at honours level. This is a simple but innovative way of adjusting the teaching to the content of specific teaching sessions throughout the year.

Adam Smith Business School

- Video feedback on assignments– students responded to this very well and felt that this provided clearer guidance on what they did well and what they could do better (Dr Adina Dudau).
- Use of case studies from the Harvard database and articles from top academic and practitioner oriented journals ensured that the course was research led; student feedback confirmed that students really enjoyed this. In the same class a simulation computer game exercise based on Mergers and Acquisitions was also well received by students (Dr Ioannis Thanos)
- Use of a project-based portfolio, in which the students had to prepare every week a specific task for a Marketing Research course. This type of assignment incorporates real-life challenges where the focus is on a specific problem/research hypothesis and the derived solutions have the potential to be implemented. Thus, the assignment helped students to familiarise with the central concepts and principles of the Marketing Research as well as the real problems that researchers face throughout the marketing research process. Students had to follow a constructive process in order to identify the most effective pathways to successfully address the requirements of the project. In addition, this gave them the opportunity to develop their critical thinking, decision-making, and time management skills. The students commented very positively on the assignment's structure (Dr Kalliopi Chatzipanagiotou).
- Workshops on 'writing academic assignments', 'Gaining work experience and producing an effective CV' and 'Finding Graduate jobs and impressing employers on application forms' –were well received by students (Dr Jillian Gordon (Honours Convenor)).
- A Dissertation Away Day for students embarking on a Dissertation in Management. This session involved guest speakers with key information on producing a Dissertation, this session was a success and the students thought this was very helpful (Dr Thomas Anker).

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- Implementation of an experiential exercise into a Honours Business Start Up course (Professor Colin Mason and Dr Jillian Gordon).
- An Ethics Night for Management students. The aim of this event was to provide students with a unique opportunity to gain key insights into how businesses and charities work with ethics (Dr Thomas Anker).

What practices should be recommended?

School of Interdisciplinary Studies

- Developing a cluster of strong placement providers who can offer opportunities for future students as well as adding value to honours projects and for student CVs.
- Students get a variety of learning styles so this gives them a wider experience.
- For dissertation preparation, the ethical approval process should be introduced/used sooner so students learn to think about this much earlier in degree
- Actively encouraging students to review how they use research every day to make personal and financial decisions, how they evaluate and rank the information they use
- Identifying best student groupings to cover policy topics and case studies across different programmes.

School of Social & Political Sciences

- **Central & East European Studies (CEES):** Interactive lectures and those which make use of a variety of different media, visual aids and technologies (Professor David Smith).
- **ESH:** Varied reading, paired and breakaway group strategies within seminar teaching to promote greater individual and co-operative learning (Dr Jim Phillips).
- **Politics:** Simulation exercises such as the EU simulation run by Dr Myrto Tsakatika
- **Sociology:** We have found the initiation of a subject-level forum for discussion of our approaches to Learning and Teaching very helpful. This has helped us engage more effectively and collectively with the PSR process and with quality enhancement more generally. The L&T group was instrumental in revising feedback forms and diversifying forms of assessment used at Honours level (Dr Teresa Piacentini, Dr Matt Dawson, Dr Nicole Bourque).

School of Education

Student satisfaction

- **BACP** – Students highlighted tutors being very supportive and approachable. *It was reported that the BA Childhood Practice did exceptionally well in the recent NSS and received 98% in student satisfaction and 100% in programme leadership (Mary Wingrave).

Comprehensive programme and course information

- **BACP** – In terms of study guidance for students, useful information is provided in a number of ways: a) Self-study booklet: guides and supports learning, prepares students for class, allows students to work at their own pace, b) Moodle information that is helpful and detailed, and c) the programme writing guide (Dr Mary Wingrave).

New approaches to teaching and learning

- **BTEchEd** – Establishment of ‘an external advisor sub-committee’ to assist ‘the programme committee in designing and developing new approaches to teaching and new content on the course’; this will help ensure alignment to the Scottish curriculum as well as the latest School developments. ‘Greater unity between the programme and the teaching profession’ facilitated by Lee Dunn being the newly appointed Higher Education Representative for the Scottish Technology Teachers Association (Mr Lee Dunn).
- **Fundamentals of Education 1A & 1B** – The success of the course also underpinned by the team’s approach to teaching and learning, i.e. a) by employing ‘a very good blended learning approach’, and b) using ‘media in the classroom’ (Dr Oscar Valiente).
- **MEduc/BEd** – Staff members were being filmed while delivering lectures to assist students’ learning and development (Mrs Maggie Jago).

Enriched collaborative teaching and learning experience

- **MARPE** – Involvement of ‘a wide variety of colleagues in teaching, especially professoriate for individual inputs on MA3 Philosophy & Theology in Education, and MA4 Faiths, Philosophies and Contemporary

Culture' (Mr Leon Robinson).

- **Fundamentals of Education 1A & 1B** – The success of the course is attributed to the combination of the following: a) a team that has been in a great working partnership for a number of years; b) 'high quality teaching from lecturers' who are 'specialist' in their areas; c) having only one lecturer per unit rather than several lectures per unit, thus avoiding giving students 'a disjointed learning experience'. In small seminar groups, student learning and critical thinking is given the primary focus (Dr Oscar Valiente).
- **MEduc/BEd** – Opportunities for students on different programmes to mix and share knowledge e.g. Teacher education students taking courses in the School of Social & Political Sciences and MEduc students attend lectures with BEd students (Mrs Maggie Jago).

Focused support for learning

- **MEdCLD** – Putting in place 'a system of peer learning groups' proved to be beneficial and 'very effective'; in supporting students, the principles and lessons learned are arguably applicable to other students from other programmes (Mr Dave Beck).
- **CREDL** – The course team continues to maintain an 'excellent line of communication' with the students. Similarly, they endeavour to provide high quality feedback to students. This is critical in an online course, like CREDL where most interactions are facilitated via e-mail and telephone conversations (Professor Stephen McKinney/ Mrs Clare Fodey).

Systematic assessment procedures

- **BACP** – External examiners have identified the quality of marking as a strength – evidence of moderation and cross-marking; support and guidance for external markers or those who have not taught on the courses is given (Dr Mary Wingrave).

Increased School partners

- **MEduc/BEd** – There has been an observable increase in 'the employment of School partners to work with staff on teaching and course development across MEduc & BEd' in the last two years contributing to the overall quality of the provision, ensuring that course content remains 'current and cutting edge' (Mrs Maggie Jago).

School of Law:

- Laptop ban in seminars. This was a practice commended by students in a seminar-based course.

Adam Smith Business School

School wide:

- While a challenging project to implement over session 2014.15, engaging with TeleForm scanning technology has provided the School with a robust review of its assessment practices both academically and administratively. Students are positive, very positive about the project; externals are very positive about the project. It has improved consistency and given the School the opportunity to reflect on its assessment vehicles and policies.

Accounting and Finance recommend the following:

- Use of case studies
- Guest lecturers
- Use of YouTube videos in lectures
- Key to Accounting and Finance's success is the excellent relationship between staff and students. There is a mutual understanding and appreciation, particularly with the senior students. This is fostered by social events, but also by taking student concerns on board and consulting with students on teaching practices.

Management recommend the following

- More use of interactive case studies in the MA (Social Sciences) programme, where applicable - may have resource implications.
- Student Clubs could be used more effectively by the Subject (currently more from the University as a whole) as a means of engaging with students.

Closing Loops

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

School of Interdisciplinary Studies:

- All addressed with the exception of a staffing resource issue relating to zero hours contracts and the requirement for more interactive whiteboards.

School of Social & Political Sciences:

Many of the points identified in last year's report have been responded to by the innovations detailed above under 'Working Well'. In addition:

- **CEES:** Last year 2B was re-organised. Some slight modifications were made to the course and it is now running more smoothly. We are considering extending the scope of countries covered in the course to make the most of the new expertise joining the subject group.
- **ESH:** Improvements within the Honours programme, varying the curriculum and providing even more effective feedback to students, were introduced.
- **Politics:** Pre-Honours - In session 2013-14, Politics 2B had a higher than normal CR Credit Refused results recorded, and a significant number were overseas students from GIC entering level 2. The Politics 2B convenor worked hard to emphasize the attendance requirements in lectures and began a process of weekly monitoring for potential absence problems to help catch students before they had too many absences. These efforts appear to have been successful, as this session the CR results recorded was significantly improved.

College Office [through the new Assistant Student Learning Officer, Jenny Deane] have also been working hard with GIC as well to help the students with the transition to level 2 and encourage students to communicate and use the systems to report any problems.

- **Honours -** We ultimately decided that we did not need a core course in Year 3 on key concepts and approaches as this could be included in dissertation training (and will be included, starting in 2015-16).
- All Honours courses now have at least two pieces of summative assessment to ensure the principle of recoverability. The maximum number of pieces is three to avoid over-burdening students and staff. All courses using class participation as part of the final grade now provide students with clear guidance on how this element will be assessed and students are provided with brief feedback as well as the grade.
- **Public Policy:** We have improved our feedback methods and turnaround times in response to comments from last year's feedback.
- **Sociology:** The delivery of Level 2 this session was partially revised; a more complete revision has been approved and comes into effect in the next session.

School of Education:

Many improvements put in place, all of which appear under other headings.

School of Law:

- The Level Convenors are now considering the full grade profiles from the previous year's assessments at Level meetings. Course Convenors address any divergences and anomalies in the profile, after a briefing by the School Quality Officer, and student representatives are present to reply.
- Teaching staff have been advised that 'minute reflection' papers should be distributed at the beginning of the teaching session, to ensure better attention.

Adam Smith Business School:

Accounting and Finance

- A register of attendance was taken randomly 3 times for each course. This had only a limited impact on student attendance.
- Tutorials were introduced to Statistical Analysis and Methods as a result of student comments in

questionnaires.

- Aropa was used in Financial Accounting 2 to give peer feedback on essays.
- The Learning and Teaching Committee considered the different forms of feedback used in the programme, but to date no changes have been made.

Economics

While Economics during its AMR meeting did not reflect on what was working well, there was substantial discussion on the follow up from the previous AMR. That discussion included:

- Economics 2
 - Moving basic maths teaching from Economics 2 to Economics 2 had been done.
 - Changing the content of the Economics 2 course had not been done.
 - ECON2A text book and syllabus changes had been made.
 - ECON2 posting of multiple choice questions had not been done.
 - Non-assessed tutorial groupwork had been introduced.
 - Student requests for showing working out of examples on whiteboards had been done.
- Econometrics - communication to students seem to have been successful as far as was known – there had been no responses.
- Econometrics 2 material had been rewritten. Quizzes and other formative assessment had been introduced – students had enjoyed the quizzes. Posting material in advance had not been done.
- International Finance was asked to integrate and encourage more student participation – this had not been done.
- International Trade - Rewriting of additional material in a less technical manner had been done. The balance between classical theories and newer theories had been changed.

Management

- Management have been working on the improvement of assessment feedback within the Subject, and report that there has been a significant difference made due to the implementation of the Teleform pilot. This has allowed feedback and grades to be created electronically and processed in a way that has reduced work for both academics and administrators whilst also improving the level of feedback for assignments and the timeframe/turnaround of providing the results to students.

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

College

Notably few of the School reports identify matters where the locus of responsibility or administrative control sits at College level. It can be observed that the most vital site for enhancement and improvement is found closest to where teaching and learning take place, unit of learning and School, or with the University support and administrative arrangements that enable teaching and learning and apply across all of the institution.

School of Social & Political Sciences:

College:

- A request that College could play a greater role in expanding the use of technology in course by students and staff for presentation and feedback.

University

School of Social & Political Sciences:

- **Room Bookings:** There remains widespread and general dissatisfaction with the room booking and timetabling process. In Politics and Public Policy there were courses that had no room allocated at the start of semester and others where rooms varied on a week to week basis. Overall, the allocation of rooms at every level continues to be unsatisfactory. In part this might have to do with how CRB works but, more broadly, the University must invest in the estate (See comments below on Hot Topics).
- **PIP and Course/Programme approval:** The process of changing ILOs must be simplified. The current PIPS approval system is overly bureaucratic, cumbersome and is a significant barrier to encouraging innovation in our teaching.
- **GTA Pay:** Several Subjects noted that they believed that GTAs are underpaid relative to the work that they do.
- **Good Cause:** We would appreciate further guidance on the new system for submitting good cause forms. This includes who receives notification of an application being made and procedures in place to ensure forms, when submitted, are fully completed.

School of Education:

- **PIP and Course/Programme approval:** Slowness and cumbersomeness in the approval process for course and programme changes.
- **Room bookings:** quality, size and suitability of allocations. Particular needs highlighted by the **BACP** for well ventilated rooms and unsuitability of the following rooms for tutorials: N101 and N102 (St Andrew's Building)

Adam Smith Business School:

- Management report on the lack of sufficient/appropriate lecture spaces. This lack of space still poses a problem for teaching. This is due to large class sizes. This has not changed over the years yet there does not seem to be any extra provision in place to support staff and students.

Hot Topics

Do you have any comments on the following topics?

1. In developing the campus across all sites, what kind of teaching spaces would benefit/support your teaching? Please note if your comments are specific to a specific campus e.g. Crichton, Garscube, Gilmorehill etc.

School of Interdisciplinary Studies: Crichton Campus

- Rooms which are a comfortable temperature and decorative upgrading to provide acceptable learning environments.
- Size of lecture rooms in relation to increased class sizes is becoming an issue (also how can you do field courses with class sizes over 20 – staff/student ratio for health and safety?)
- Need for flexibility in room layouts between lecture theatre style and table formats to improve student interactions and engagement.
- More interactive whiteboards in teaching rooms, especially useful for student teachers.
- Ensure there are multiple screens on different walls so students have good visual access.
- Smarter furniture – more mobile and ‘wipe clean’ tables for student note taking use.
- Ensure there are convenient storage and break out rooms to main teaching spaces.

School of Social & Political Sciences, Gilmorehill Campus:

- As commented above, there is a general dissatisfaction with the provision of teaching rooms and the room booking process. It appears that some rooms do not accommodate the number of students that CTT claims: for example room 711 in Adam Smith Building does not accommodate 35 students.
- In developing future teaching space the University should aim to provide sufficient spaces of sufficient and varied size to accommodate teaching needs at pre-honours and honours level. Large (400+) lecture theatres with modern layouts and good acoustics are essential for class sizes at first and second year level. This would allow students to have a regular lecture slot in a stable location without the need for video links or repeat lectures.
- In addition to this the University should pay particular attention to providing more flexible lecture spaces. For example rooms with sufficient space and movable tables to arrange breakaway groups easily, also with access to multiple whiteboards (which are not taken up by projector space) – i.e. so that you could have the projector on, but also be asking groups to work on whiteboards or other such spaces for capturing their ideas.

School of Education, Gilmorehill Campus:

- Issues related to rooms and space, particularly for modelling facilities, need to be considered ‘through the development of the new IHWSS building’ **BTEchEd**.
- Teaching spaces that are ‘flexible and conducive to small group work’. (**MeDCLD**)
- Better acoustics in rooms and lecture theatres
- More seminar sized rooms (**Fundamentals of Education 1A & 1B**)
- More video conferencing in both large and smaller spaces (**PgDE**)
- Functional spaces where students can collaborate and work (**MEduc/BEEd, all below**)
- Quiet study spaces which are generally lacking in the School of Education
- Computing bays
- Access to printers (this has been a persistent and recurring gripe of students in The School of Education)
- Specific design requirements in teaching spaces. For example, we require Art & Design rooms with the following:
 1. Large spaces for groups to work in
 2. External walls in studios for natural light
 3. Plumbing provision and sinks (possibly 4 per room)
 4. If possible, specialised lighting for use in Autumn/Winter

5. Storage for art folios and bulky materials
6. A space for the technician to prepare equipment/materials and to advise students on technical skills

Science and other subjects will have similar requirements. [Note: there has been a specialist space requirements submission to E&B as part of workstream 3 (office space, study space) for the proposed IHW-CoSS colocation]

School of Law, Gilmorehill Campus:

- Staff would appreciate teaching spaces that provide Echo360 facility.

Adam Smith Business School, Gilmorehill Campus:

- Larger tutorial rooms to take up to 20 students comfortably.
- Flexible space with moveable furniture and equipment capable of supporting combined lecture, discussion and group element.
- Bigger computing labs (Max Cap. 60) – not ideal for compulsory courses.
- Classrooms set up with inbuilt electronic voting systems or which facilitate the use of YACRS
- Microphones that work

2. Please comment on your experience of lecture recording.

School of Interdisciplinary Studies:

- **BSc Environmental Stewardship**
Students may not feel happy to contribute if they know they are being recorded. There has been mixed use across classes this session.
- **MA Primary Education with Teaching Qualification**
It has taken three years to get everything to do with flip teaching up and running successfully. Recording live lectures did not work as lecturer could not move around the room so recording over a presentation was seen as the best option for these recordings.

All staff on this programme are comfortable for students to record lectures as long as they ask the lecturer first and the recordings are for their use only. This is to be written into the Code of Conduct form that all students sign in first year.

School of Social & Political Sciences:

- There has been variable experience with lecture recording across the SPS subjects over recent years. In some subjects (Politics) it has generally worked well. Perhaps the most extensive consideration of the matter was undertaken by Sociology following their experience in 2013-14 with recorded and live relay lectures. The general consensus being that such provision was adequate, but not as desirable as the provision of a lecture theatre large enough to accommodate the class size for a live lecture. SPS and its constituent subjects continue to remain open to exploring lecture recording but regard it as no substitute for attendance at the live lecture.

School of Education:

With experience of recording:

- **MARPE** – Some students placed a request to record lectures. This request was granted; no problems were encountered.
- **PgDE** – Experience to date has been ‘very positive’. The team found the system ‘easy to organise’; likewise students found their experience ‘very positive’.
- **MEduc/BEd** – Satisfactory to date.

No experience of recording to date:

- **MEdCLD** – The programme has ‘not yet recorded lectures on a regular basis’ but considers lecture recording as something to be explored for the next academic year.

- **Fundamentals of Education 1A & 1B** – The team are not in favour of implementing ‘recording’ method because of the possibility that ‘student interaction could be negatively affected’ as a result.

School of Law:

- The School of Law has had a specific, flexible policy on lecture recording for three years. Staff have very divergent opinions on the merits of recording: some discourage it, and some are indifferent. Anxieties have been expressed about the dangers of inhibiting contributions at seminars, and the recording of private and personal exchanges, but no incidents of either of these problems has arisen in practice.

Adam Smith Business School:

- Not well supported, left to individual lecturer to do and upload.

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

School of Education:

- **BACP** – 1) Mahara to be available beyond the programme. 2) IT responses need to be quicker. 3) Teaching on this programme takes place all year round including Easter and summer but the STAB cafeteria is not available to students out with term time. Students are unhappy with this.
- **BTEchEd** – Enormous time and effort has been invested by the team into developing Moodle in an effort ‘to provide a consistent student experience from one programme course to the next’, e.g. use of new software in creating ‘a more dynamic and interactive experience’ via the VLE. This aligns with an intention to go beyond mere reliance on provision of notes and presentations. The ‘Common Room’, which is a new Moodle section has been created for sharing programme-wide information, e.g. programme handbook, timetables and other common documents and resources; this proved to be popular for students across all year groups. This inspired their delivery partners - Glasgow Clyde College to create new Moodle courses for Technology Craft Year 1, 2 in order to promote ‘parity of experience’ among students from both campuses.