

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>Arts (Schools of Modern Languages, Critical Studies, Humanities, Culture & Creative Arts)</p> <p>Units of Assessment that submitted reports (including collaborative provision)</p> <p><u>Modern Languages</u> MLitt in Comparative Literature MSc in Translation Studies: Translation and Professional Practice MLitt in Modern Languages and Cultures MSc Teaching English to Speakers of Other Languages (TESOL) MEd Teaching English to Speakers of Other Languages (TESOL)</p> <p><u>Humanities</u> Celtic Studies Classics HATII/Museum Studies History Philosophy</p> <p><u>Critical Studies</u> MLitt in Creative Writing MFA in Creative Writing MLitt Modernities MLitt Victorian Literature MLitt Mediaeval and Renaissance Studies MTH/MLitt in Religion, Theology and Culture</p> <p><u>Culture and Creative Arts</u> M.Litts in Popular Music Studies, Creative Practice (Popular Music Studies), Music Industries (Popular Music Studies) MMus HIPP MSc in Media Management MLitt History of Collecting and Collections MLitt Art Politics Transgression MLitt Dress and Textile Histories Courses offered as part of the MSc in Media Management provided by the Adam Smith Business School in 2014-15 included the following: Strategic Management; Marketing Management; Entrepreneurship & Innovation; Entrepreneurial Finance; Internationalisation of SMEs; Learning & Development.</p>
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Reflection

What is working well?

Modern Languages

- Range of teaching staff - across SMLC and College - on 2 Core courses (Comparative Literature).
- Electronic submission and feedback instituted during course of session (Comparative Literature).
- Conference in Comparative Literature (March 2015): students presented to wider public, performed

excellently and to acclaim.

- Staff-student interactions and availability; group/cohort unity, supported by staff: student feedback (verbal, mostly) was enormously supportive (Comparative Literature).
- Rigorous internal marking, with individual assessments often seen by three separate markers/moderators (Translation Studies).
- The TESOL seminar series has been expanded, so that a regular programme of internal and external speakers provided up to date sessions on relevant TESOL issues.
- TESOL Facebook page.
- TESOL: Developing new assessment tools, we created a materials evaluation assignment in TEAP and an exam in DoL. The External praised the use of effective scaffolding and guidance for assessments.
- TESOL used student ambassadors who supported visiting academics on a TEMPUS project and at an International Education conference.

Humanities

All PG provision appears to be working well.

1. Strong student performance (Celtic, HATII, History, Philosophy)
2. Positive reports on interdisciplinary and co-teaching of courses (Celtic, Classics, HATII)
3. Strong sense of community and integration (Celtic, Classics)
4. Variety and diversity of courses on offer (Celtic, HATII, History)

Celtic

- strong levels of attainment
- excellent sense of community and integration with other postgraduates and subject area events
- the external examiner praised the wide range and diversity of topics and approach (as showcased in the dissertations), new core course with emphasis on skills training generated excellent feedback
- teaching: integration of MLitt and Honours teaching, and involvement of a range of staff (including some cross-School teaching, e.g. with Archaeology)

Classics

- excellent student engagement - strong attendance and course deadlines met
- strong sense of community
- particularly good feedback for co-taught course.
- report strong support from the Library with research training and quick and helpful responses to queries.

HATII/Museum Studies

- good recruitment levels.
- strong student performance
- good student feedback on diversity of courses and interdisciplinary teaching, work placement and exhibition research placement, variety of assessment methods reflecting the range of student learning styles/preferences and the demands of the job market, and social event and site visits

History

- good recruitment levels
- excellent student feedback
- strong levels of student attainment
- positive feedback from External examiner: outstanding level and quality of feedback, interesting and varied courses on the programmes, good student work, appropriate use of full GU mark scale, courses well set up to enhance graduate attributes and employability.

Philosophy

- both the MSc and MLitt programmes are working well
- low dropout rate: only dropout for personal reasons
- strong levels of student attainment: every student gained at least a Merit, and the majority of MSc students gained a Distinction:
- good feedback on student experience gained in the Philosophy Survey Feedback.

Culture and Creative Arts

- Numerous courses reported high levels of positive student feedback and External Examiners comments on the high standard of assessed work. It is apparent that many programmes have put in place special provision to support students in dissertation preparation in particular and that this is producing excellent results.
- The value of work placements and experience opportunities for students as well as the importance of external connections, visiting speakers, contact with industry professionals.
- For MSc Filmmaking, the orientation event at the beginning of the year, with important guest speakers in the field of new media theory, was a huge success and served to engage the students early on. The industry-led masterclasses that run as a part of the practical courses also provided excellent opportunities for the students to engage with industry professionals. They provide an innovative outwardly facing character to the programme.
- External examiner for FTV commented on the variety and depth of research specialities in Film and TV at Glasgow and applauded the way they were drawn on in the programme - also commented on the strong articulation of critical/creative thinking and practice.
- In the PTE survey 2015 - the annual centrally conducted survey of Masters students for the MSc in Media Management and other Masters courses in the School of CCA - the Media Management programme came out top for 'overall satisfaction' on the part of students.
- MPhil Textile Conservation points to a virtually 100% employment record of graduates since 2012 when the programme began as a sign of its success.

Critical Studies

- **Interdisciplinary work** in programmes (Mod; MRS).
- **Visits and supported study in Special Collections** (MRS)
- **Bespoke Library sessions** (Mod).
- **Online resources sessions** (Mod).
- **Field trips and extra-mural visits:** mediaeval and renaissance buildings and archives in Scotland for Mediaeval and Renaissance Studies; bespoke extra-curricular activities, including field trips to the NLS and Library and Archive of the Scottish National Gallery of Modern Art (Mod).
- **Visiting Speakers:** lecture series by internationally renowned speakers in both fields, for Mediaeval and Renaissance Studies; visiting speakers from other subject areas on Modernities; Editing and Publication professionals, as well as creative writers for public events, in Creative Writing.
- **Recruitment:** while variation in recruitment is noted, there are also programmes in which recruitment is high.
- **Electronic submission** is working well and appreciated by students.
- **Diversity of Assessment:** Modernities reports its new assessment, an annotated bibliography and prospectus, 'was introduced smoothly and contributed to diversification of assessment on this programme'.
- **MRes** students are accommodated in Religion, Theology and Culture; this is valuable, given small student numbers.
- **Joint working** of Modernities and Victorian Literature has worked well, offering field trips, academic writing workshops and the dissertation symposium across both English Literature Masters programmes, 'fostering a sense of community within and across programmes'.
- **Team teaching:** several courses use team teaching, and it is reported as working well. Creative Writing notes that research-led teaching is a key strength, enabling the recruitment of high-quality students and allowing it to make 'significant contributions in areas of strategic priority such as internationalisation and KE activities'.
- **Technology:** the trial and implementation of Blue Jeans for Distance Learning has been 'hugely successful' (CW). The Creative Writing application process is also used as a model of good practice in the school.
- **Student feedback:** all courses reported positive student feedback on elements that are working well
- **External Examiners' Reports:** all programmes report praise from external examiners, including praise for quality of student performance; overall programme design in the school; quality of teaching; progression of students; quality of supervision; assessment practices.
- **PTES response:** PTES responses this year, where reported, suggest strength of provision. Modernities achieved a 100% overall satisfaction rate (64.3% of students responded), and a 100% positive response in nine other categories, with particularly positive responses to the questions on teaching. In Victorian

Literature, '[s]tudents in survey data and course feedback were very pleased with the program (all marks in the top quartile and most in the top 10 percent)'. In Mediaeval and Renaissance Studies, PTES has demonstrated that there are also 'real strengths' with this programme, with 100% satisfaction for staff enthusiasm; intellectual stimulation; and encouragement to ask questions.

What needs work?

Modern Languages

Comparative Literature:

- Better and clearer course choice list available at start of session
- More documentation on assessments, especially presentations and journals
- More SMLC courses at MLitt level
- Timeline and guidance for staff and students on dissertations

Translation Studies:

- Clearer guidelines on weighting and tighter procedures for dissertation.

TESOL:

- The ethical approval process is cumbersome and this causes delays in students progressing with their dissertation work; takes time and can cause additional work for supervisors.
- The MSc and MEd include opportunities for practice teaching; these are highly valued, but require significant administration.

Modern Languages:

- Advertising the course to increase student numbers

Humanities

1. Concerns about the lack of clear guidance on course requirements (Classics and Philosophy)
2. Issues with courses that are taught to both PG and Honours students (Celtic and Classics)
3. Issues with coursework return (Celtic, HATII, History)

Celtic

- high student workload, particularly for core courses.
- organisation of the core courses, e.g., timely supply of teaching material and marking, access to reading (though this seems to have been at least partly due to Library disruptions), staff awareness of differences between two core courses.
- external examiner suggested that the 15000 upper word limit on the dissertation inhibits engagement with primary texts.
- alignment of PIP specs for courses that are taught to both MLitt and Honours students.
- gathering feedback: inconsistent across the programme, particularly regarding courses taught to both MLitt and Honours students.

Classics

- concerns about the lack of clear guidelines for the portfolio assessment on the Explorations in the Classical Tradition course.
- some confusion with courses that are taught to both MLitt and Honours students ('Further Topic' provision), for both students and tutors.

HATII

- insufficient resources to accommodate student course choices
- finding high quality placements and returning coursework in good time has been problematic
- PTES feedback has been disappointing – a shortfall between student expectations and delivery
- the programme structure may be too complex, and greater coordination and communication is needed across contributing subjects to ensure consistency of student experience
- students want more 'hands on' collection experience and more site visits
- gap in administrative support – created by staff leaving – caused disruption

History

- continuing problems with core Masters course Research and Resource Skills for Historians
- slow return of coursework

Philosophy

- MSc students expressed a preference for coursework to exam-based assessment for their option courses and continued dissatisfaction with the Research Methods course.
- MLitt students expressed dissatisfaction in the level of exam preparation and guidance received on dissertation writing.

Culture and Creative Arts

- Colleagues in several subject areas (Music, History of Art) commented on the need for improvement / enhancement of recruitment strategies. Marketing also needs to be stepped up via external partners and affiliated organisations (e.g. RCS). One programme in History of Art also commented on the desirability of further encouraging MLitt students to go on to PhD study at GU.
- MSc Filmmaking: unpredictable nature of the admissions procedure needs to be addressed and revised. Currently, unable to predict how many students will be on the course from year to year which makes it difficult to impose limits on student numbers (e.g. this programme is capped at 15, but with the first-come first-served application process this is difficult to maintain/enforce).
- FTV: a review of the MLitt programme undertaken this year found that there was a perception among students that the options needed to be more tailored to advanced study of broad based disciplinary concerns, rather than very specific topics.
- School's Festivals course (which ran for the first time): need for greater coherence - is being addressed for next year.
- Dress and Textile Histories: organisation of main study trip needing work – feedback from 2013-4 was that students did not want their travel and accommodation arranged for them. 2014-5 cohort felt the opposite. This applies too to other programmes such as Art Politics Transgression – after many years the right balance between organising for students or by students has yet to be found.

Critical Studies

- Mediaeval and Renaissance Studies: Issues have been reported for the course in staff and student feedback regarding a) workload of students b) language provision c) organisation of course and materials; d) timing; and e) return of grades. To be addressed through enhanced communication, and an enhanced sense of programme's direction shared by all contributing academics. Actions are noted below.
- Religion, Theology and Culture programme provision/revision: Given the small number of students on the programme, 'a question arises about whether an alternative type of programme should be offered given low recruitment levels. The process by which the viability of the programme is decided requires improvement. Students and staff are in a state of uncertainty about whether the programme will run until August.
- **Recruitment and enrolment**: Finances (increase in fees, decrease in funding) have led to low enrolment in several courses. This means that a) the ability to offer option courses is severely limited by enrolment issues (see below); b) results in PTES may be skewed unfavourably by small size of cohort; and c) a small cohort also has an effect on the student experience.
- **Staffing levels**: needs monitored to sustain research-led teaching and tackle increased workloads.
- **Handling of extensions/good cause**; this was particularly challenging in 2014-15 with numerous claims placing significant demands on conveners and administrator.
- **Timing of assessments**: where a date for assessment fell before end of teaching, this was revised but should be borne in mind for future sessions.
- **Opportunities for students to meet to discuss work**
- **Explicit articulation of how skills are developed as part of programme**
- **Awareness among staff of 15-day turnaround for marking**: this was raised in Modernities, but noted that the assessment burden of the course is high and new marking policies are being instituted.

Action Plans

What actions are being taken forward?

Modern Languages

Comparative Literature:

- New MLitt level course in *Transnational Gender*s
- Further development of assessment criteria and other documentation, specifically regarding presentations for core courses, Directed Studies procedures and dissertations timelines and procedures
- Ongoing discussion with academic plan administrator about producing bespoke list of course choices on MyCampus.

Translation Studies:

- A clear statement regarding weighting of the marks for translation and commentary in the dissertation will be provided.
- An investigation regarding the coursework average will be undertaken in order to assess whether a student should be allowed to progress to dissertation based only on the core and mandatory MSc courses.

TESOL:

- Ethics – looking at opportunities for bulk approval of ethics applications, exploring ways to provide guidance to students on topics that are applicable to local contexts, discussing the feasibility of programme level approval.
- Assignment deadlines – reading week built in to semester 2 to help focus students on the dissertation
- Employability – meeting with the College Employability Officer to discuss graduate attributes.

Modern Languages:

- Criteria for exercises in Reflective Practice elaborated and included in the course document for 15-16. Rationalisation of the Directed Study and Portfolio options assessment.

Humanities

Celtic

- slimming down of core course syllabus
- course regulations for core course to be more actively advertised to teaching team, with regular planning and debriefing sessions
- materials that had been moved to the research annexe are now back in the Library - subject Librarian to deliver skills unit in 2016-17
- dissertation word count issue to be addressed by moving translations to footnotes and excluding footnotes from the word count
- Single programme feedback questionnaire to be introduced

Classics

- clear guidelines on portfolio assessment have been produced
- currently revising provision of Further Topics, including guidelines for students and tutors

HATII

- review of programme structure to reduce complexity whilst maintaining student choice – also designed to help with greater coordination and communication between subjects
- degree website will be updated and modified to better explain what the programme offers
- two new courses that have more of a collections focus will be launched in 2015-6
- additional site visits are being organised
- cap student numbers at 25-30 to ease pressure on course choice, maintain teaching quality and ease admin burden

History

- Monitoring of the new 'Research and Resource Skills for Historians' (RRSH) course
- distribute marking scheme for all courses, and monitor progress against first and second marking deadlines.
- distribute common assessment forms at the start of the year

Philosophy

- change the MSc course to essays-only (with the exception of Logic)
- removal of 'refresher' sessions with replacement by sessions on more 'practical' issues, such as guidance on dissertation writing (for both MSc and MLitt)
- exam preparation session to be held for the MLitt course

Culture and Creative Arts

- In Music, the Creative Practice route to be withdrawn to allow for concentration on Music Industries.
- The MLitt (HoA) History of Collecting and Collections is being phased out (Session 2015-16 is its last year of operation). To be replaced by new MLitt programmes in collecting/provenance and in 19th/early 20th century European painting/print culture – 'Provenance and Collecting in a Global Context' (due to commence in 2016-17) and 'Inventing the Modern' (working title; under development).
- Textile Conservation: review of placement administration was undertaken, particularly in relation to legal contracts and insurance. The students undertake work placements at museums around the world, and there is increasing complexity in this area with many museums issuing their own contracts. The university insurance department was very helpful and continues to support the subject.
- A review of health and safety practice, and specifically of risk assessment and COSHH forms, was also undertaken at the end of the year. Students complete risk assessment forms for their practical projects – this was extended to first year students as well as second years in this academic year.

Critical Studies

- **Technology**: Creative Writing continues to investigate optimum technologies for delivery of Distance Learning provision. Staff and students are extremely satisfied with Blue Jeans, and negotiations are ongoing at School and IT Services level for its continuation.
- **Shared provision**: further provision for students to undertake seminars in associated subject areas in Creative Writing.
- **Recruitment/enrolment and programme revision**: Most programmes (MRS; RTC; Vic Lit) report programme revision and recruitment efforts to increase student enrolment. Further meetings are planned for the spring to discuss the Medieval and Renaissance programme in particular.
- **School Good Cause Board**: Good Cause applications will from 2015-16 be handled by a new School level Good Cause board.
- **School-wide assessment submission dates**: To be agreed in summer, with semester 2 deadline shifted to give students adequate time to process teaching and write assessments.
- **Dissertation submission**: relatively low take-up by staff of hard copies of dissertations so from 2015-16 will only require students to submit one hard copy of their dissertation.
- **International applications**: Following a meeting of English Literature PGT convenors, it was agreed that in the coming session all English Literature PGT applications could come direct from RIO to programme convenor for decision, with School Administrator cced, to remove a layer of administration and speed up response times.
- **Assessment procedures**: Following correspondence by email, discussion at the teaching team meeting, and input from the external examiner, Modernities will bring in second marking (rather than full blind double marking) for all final Core Course and Special Topic essays. The programme will retain the practice of blind double marking dissertations.
- **More diversification of assessment**
- **Further Glasgow-based extra-curricular events**
- **Programme revision**: A new generic English Literature MLitt programme is being developed to complement our current suite of specialist programmes.
- **Graduate Careers and Skills**: This area remains a priority for the School, especially in view of the continuing dissatisfaction with our provision expressed through PTES. We will continue to build links with the careers service and make it a key feature of our popular PGT and PGR training courses. Programme convenors are encouraged to emphasize the skill sets acquired on SCS programmes, with reference to non-academic as well as academic employability.
- **Employability**: We will continue to use our shared PGT training course as a forum for careers input and directly involve the Careers Service in this aspect of training.

- A **Work Placement** option will be PIPed for implementation as soon as possible, offering students the opportunity to build a project around the links between their academic programmes and the workplace.
- A member of the Careers Service will speak at our School Induction and present information on the career service and its provision for PGT students.
- **Reading lists:** Conveners have been asked to send out reading lists for programmes well in advance of the session, to enable students to begin their preparation before arrival.

Good Practice

What practices are innovative?

Modern Languages

- Holding the Comp Lit conference in March 2015 was a terrific opportunity for MLitt students to meet several world-class scholars and present before them.
- In Translation Studies the workshop series, incorporating academic skills and translation skills, was very successful in its first year, and this made a clear difference to the confidence of students. The masterclass series was also successful and students benefitted from the visits of both world-renowned and early career translators.
- The TESOL seminar series and 'Just in time' tailored dissertation workshops were useful and successful. Colleagues in TESOL also developed a database of student profiles and experiences through a survey in order to inform course design.
- Emphasis on strategic priorities in the Modern Languages Core Course. It has been suggested that this course be used as a skills training course for MRes and other PGT students in SMLC.

Humanities

Overall: Diversification of assessment (Celtic, Classics, HATII, History)

Celtic

- integration of skills training and subject-specific knowledge-acquisition in core course
- diversification of assessment in core courses
- MLitt student mini-lectures (assessed) delivered to Honours students (in courses that are taught to both)

Classics

- Portfolio assessment

HATII

- diversity in assessment: an Exhibition Research and Development Placement as an alternative form of assessment to a dissertation, assessed group work
- courses taught by museum professionals

History

- Greater diversity in assessment, e.g., posters and mini-conferences
- RRSB course – flexible structure that addresses issue of diversity within student cohort

Culture and Creative Arts

- Music highlights their placements as particularly innovative.
- MMus HIPP (with Royal Conservatoire Scotland) raises the integration of university-based courses (such as in musicology, editing, historiography and performance practice) with advanced practical provision at a Conservatory. The integration of critical musicological study with empirical aspects of historically informed performance. Access to world class ensembles based in Scotland.
- History of Collecting provided students with opportunities for object-handling (in collections) supported by curatorial expertise and integrated into critical exercises.
- Art Politics Transgression: importance and value to students of the field study trip abroad (usually Berlin, in 2014-15 Dublin).
- Textile Conservation: A taught session was introduced to explain the Institute of Conservation's professional standards to the first year students in more depth (professional accreditation and the professional standards were previously just introduced to the first years). Second year students then applied the criteria to their own practical projects – this aims to provide a tool for graduates to negotiate the journey between the

taught programme and application for professional accreditation some years later. In addition, microscopy sessions were enhanced and also now include identification of synthetic fibres.

- Dress and Textile Histories highlights its collaborative teaching with and study visits to numerous institutions, particularly Glasgow Museums, V&A, National Museums Scotland, Paisley Museum and Art Gallery and coordinated work placements with a dress and textile history focus.
- MSc Filmmaking: The articulation of industry skills, critical reflection and theory has been beneficial to the students and gives the distinctive character to our filmmaking course and allows it to stand out amongst other more vocational courses. Both students' feedback and external examiners' comments are evidence of this. Additionally, the inclusion of the MSc students in Berlin Talentcampus allowed them to engage with filmmakers from universities around the world and to learn from some of the major names in the field.

Critical Studies

- Mini-conferences
- Presentation of dissertation topics in postgraduate seminar
- Joint dissertation symposium (Eng Lit)
- PGT Autonomous Learning Groups
- Blue Jeans software for Distance Learning; live, interactive teaching and access to visiting speakers
- Provision of College-wide field trip to enhance community building outwith the subject area and in the wider College context (CW)
- Communication between conveners and PGT administrator, through regular meetings (Mod) and initial meeting to determine semester responsibilities
- PGT Assessment Moodle
- Electronic submission, marksheets and feedback
- Field trips and co-curricular trips (MSR; RTC; Vic; Mod)
- Academic Writing workshop
- Focused practice-based research through highly successful new Practice as Research seminar strand, featuring visiting speakers who are artists and makers in different disciplines (CW)
- Focused employability skills and industry connections provided by Editing & Publication, and the 'real life' experience gained by project work (CW)
- Visiting Speakers meeting small groups of students for discussion (MRS)

What practices should be recommended?

Modern Languages

- Feedback sent electronically, speeding up feedback loop
- Assessment menu: diverse assessment develop a range of skills
- Links of Translation Studies course to the translation industry; students work with freelance translators, translation agencies and related experts
- TESOL student ambassadors for projects and conferences

Humanities

Celtic

- explicit provision of skills training in core courses.
- imaginative approaches to assessment, such as MLitt student mini-lectures (assessed) delivered to Honours students (in courses that are taught to both).

Classics

- a door-code protected PG workspace which has contributed to developing a strong sense of community and belonging

Culture and Creative Arts

- Music: placements as a practice
- Media Management: early and sustained focus on dissertation preparation. Programme 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.

Critical Studies

- PGT Autonomous Learning Groups (ALGs)
- Diversity of assessment: eg Modernities assessment now includes in-class presentations, annotated bibliography and prospectus exercises, traditional critical essays, and presentation at a dissertation symposium
- Field trips and co-curricular visits (RTC; MRS: Vic; Mod; CW)
- Joint provision of shared elements
- Administrator-convener meetings
- Use of PGT Assessment Moodle
- Streamlined and accountable MLitt and MFA application process

Closing Loops

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

Modern Languages

Translation Studies:

- Students said they would like more information on how the translations are assessed. Detailed criteria have now been added to the student handbook, to expand the information already there.
- Students wanted a full subtitling course to be part of the M.Sc. This was launched in the academic year 2014-15 and is now in its second year.
- Some students struggled with the theoretical part of the programme and its link to practice. A key text was introduced to the practical translation part of the programme (*Can Theory Help Translators?*). This worked well.

TESOL:

- All supervisors have attended ethics training workshops.
- Proactive management of expectations on assessment, especially with turn-around times. FAQ and assessment forums created on Moodle sites.
- Additional resources on referencing and plagiarism made available on Moodle.

Comparative Literature and Modern Languages courses ran for the first time this year.

Humanities

The MLitt in Celtic Studies did not run in 2013-14. The Classics PG convenor has not been able to locate the previous AMR form. Philosophy did not produce an AMR last year.

History

- RRS reform programme implemented in 2015-16
- system for marks/feedback return in place for 2015-16

HATII

- new PGT administrator has been appointed.

Culture and Creative Arts

- MMus HIPP has increased applications and acceptances, following on from RCS marketing.
- provision of recordings of presentations/performances for External Examiner
- Royal Conservatoire of Scotlan ratification of the MMus HIPP degree programme.
- Applicants to Dress and Textile Histories are now interviewed for the course to ensure the highest calibre of student possible and to help ensure the appropriate language skills are already in place.
- On FTV's PGT programme the number of options was revised and reduced. The consequence of this was that some students felt that the bespoke options did not offer the breadth they required. This is the topic of ongoing review and revision of the MLitt, with new required courses (Advanced Topics in Film Studies and Advanced Topics in Television Studies) set to be rolled out in 2016-17.
- For all History of Art PGT programmes, changes were made to the History of Art PG Research Methods course in response to the difficulty of providing sessions which are relevant to a very broad group of students. Three sessions were introduced for the MPhil Textile Conservation, MLitt Dress and Textile History and MLitt Technical Art History students: on archival research, interdisciplinary (arts and science) research and using pattern books as a research resource, while for the remaining programmes other distinct sessions were run. This was generally felt to represent an improvement.

Critical Studies

- **Staffing:** There have been new appointments in Creative Writing, restoring staffing levels. Student complaints have ceased, and students affected by previous staffing issues have been given appropriate extra tutorial provision.
- **Recruitment and Programme Revision:** Programme revision and enhanced recruitment are on the agenda in English Literature/Victorian Literature, in order to improve student numbers and therefore the learning experience of a larger cohort. Victorian Literature lost several students at the last minute due to the University's 'last minute unilateral and unannounced increase in fees'. It is hoped that this obstacle to

recruitment can be in some measure made up for through programme revision (now underway) and improvements to the website. In Mediaeval and Renaissance Studies, which did not run in 2013-14, the convener has held two major meetings with Recruitment and to reorganise provision, and is working with RIO on recruitment from the US.

- **Field trips:** Visits to the National Library of Scotland and Scottish National Gallery of Modern Art continue to be incorporated into the Modernities programme.
- **Internet resources session:** this action, identified last year, has been undertaken by Modernities in the current session and incorporated into the standard Modernities offering.
- **Academic writing session:** this action, identified last year, has been undertaken by Modernities in the current session and incorporated into the standard Modernities offering as a joint session with other English Literature PGT programmes.
- **Marketing:** Creative Writing: despite repeated attempts to get a marketing plan in place had (last year) been unable to receive confirmation of monies or activities available for the marketing of their programmes (MFA/DFA). The appointment of the new College Marketing Officer helped clarify the situation. Hope to know what is available to us for recruitment and marketing purposes next session.
- **Appointment of administrator:** Difficulties reported in 2013-14 arising from infrastructure issues were resolved in 2014-15 by the appointment of a dedicated PG Administrator, Kimm Curran.
- **Appointment of coordinator:** A PGT Training Coordinator has been appointed to support the PG Convener. .
- **Collaborative working:** Weekly information/planning meetings take place between the SCS Administrator and individual programme conveners (notably those of Modernities and the new Fantasy MLitt). It is hoped to roll these out for PGT programme conveners across the School.
- **Standardisation:** As far as possible, deadlines for work have been standardised across the School. Handbooks for all individual programmes have been standardised and streamlined, as have assessment structures and processes across the School.
- **PGT Moodle:** Assessment information and all other information relating to PGT programmes is now available to all PGTs on the SCS PG Moodle.
- **SSLC:** The School has largely replaced PG Staff Student Liaison Committee initiatives at Subject and programme level with a School-wide SSLC for PG students.

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

College

Modern Languages

- More help in getting cross-college collaborations for Comparative Literature and Modern Languages and Cultures, e.g. by sharing course and programme documents, creating a Moodle site available to all staff.

Culture and Creative Arts

- MSc Filmmaking: purchasing of equipment needs to be streamlined.

Critical Studies

- **Marketing and Promotion:** Several programmes noted that they required marketing and promotion to be clarified, that programmes would benefit from further investment in advertising and, in the case of Creative Writing, a regular presence at key events such as the AWP conference.
- **Recruitment:** Recruitment across the school suffers as a result of lack of Masters funding and fees increases, and that 'any resources toward recruitment will actually have the effect of 1) improving instruction in the PGT MLitt by improving and strengthening the student cohort and 2) long term also encouraging stable or growing PhD enrollment'.
- **Assessment policy:** As mentioned in last year's AMR, in this session the Modernities programme convenor received very short notice of the requirement to change the length of assessments required for particular credits. Better communication is needed in relation to any changes required to courses and programmes. Programme convenors and administrators need to know how the Graduate School makes decisions on these matters; the Learning and Teaching office does not appear to publish this anywhere'.
- **Cross-College teaching:** Colleagues (a) seek clarification on how contributions to an interdisciplinary or multi-disciplinary cross-college teaching programme are rewarded and (b) stress the need for cross-college staff to work with course conveners to discuss provision of shared programmes.

- **Financial support for extra-mural visits:** Mediaeval and Renaissance Studies seeks clarification on how offerings, including visits to buildings and archives and visiting lecture programmes, might be financially supported at College or University level.
- **PGT study space:** There is a need for PGT study space in order to develop a sense of community for a key group of students, many of whom are paying full international fees - could be built into future estate-planning.

University

Critical Studies

- **Current assessment practice:** This issue recurred in AMRS, and both programmes for which it was raised submitted statements -

(a) Creative Writing: Current assessment practice, is unsuitable for a practice-based course. Effectively it is impossible for our students to gain a Distinction if they have not achieved one in all of their core courses.

(b) Modernities: The programme convener wishes to submit the below statement to regarding continued dissatisfaction with University regulations on the awarding of final degree classmarks:

****Statement requesting revision of PGT regulations from convenor of the MLitt Modernities programme ****

We note that last year concerns were raised in the College of Arts AMR about the calculation of PGT final classifications. These concerns were taken to the Academic Standards Committee, which referred them to the Academic Regulations Sub-Committee (ASRC). ASRC concluded that no modifications to the rules should be proposed (Report from Meeting of Academic Regulations Sub-Committee held on 21 April 2015, presented to ASC on 21 May 2015), and the ASC confirmed this view (ASC/2014/65).

ASRC observe that ‘The rules chosen, imposing separate requirements in relation to the taught component and to the dissertation, reflected the Committee’s view that the dissertation was the distinguishing feature of the masters degree.’ (Item 3, ASRC minutes, 21 April 2015). We would like to respond to this by insisting that the objections raised in the College of Arts AMR were precisely because situations were arising in which even students with an extremely high quality dissertation – being the ‘distinguishing feature’ of the masters degree – could not be awarded a higher classification. For example, a student on the Modernities programme graduated in 2014 with a merit, not a distinction, despite having the highest dissertation grade in her cohort (A3), because the GPA for her taught component was 16.8, and therefore not in the zone of discretion. The current regulation works strongly to the detriment of many students such as this who have demonstrated significant exit velocity and clearly worked hard to improve over the course of their postgraduate study.

We should also like to make some comments in relation to the original consultation which took place at the end of 2008:

- It appears that two subjects from the then Faculty of Arts may have been represented (History and Music). The minute (ARSC/2008/3.1) indicates that the clerk would check whether a Faculty response was going to be submitted but the Senate Office have not been able to find any evidence of this having taken place (email correspondence with Karen Robertson October 2015). This raises the risk that the decision was taken without due regard to the particular qualities of an Arts taught Masters programme, and the learning experience of the students on these programmes.
- There is another option for the award of Merit and Distinction that was not set out in the consultation document, namely:

Option	Merit	Distinction
D	Mean overall aggregation score equivalent to B3 or above + B for dissertation	Mean overall aggregation score equivalent to A5 or above + A for dissertation

We would like to ask ASC to consider this alternative calculation for the classification of PGT degrees. To be clear, convenors are not proposing that discretion be exercised in relation to the individual grade offered to the dissertation. We are instead proposing that where the final GPA, including the mark for the dissertation, falls into the zone of discretion, *and* the dissertation is clearly above the stated threshold,

boards of examiners be given the discretion to award the higher classification. We would be grateful if this suggestion could be given due consideration.

- **Training requirements:** Modernities notes that students receive their postgraduate research training requirement in part through the School of Critical Studies Research Training Course (RTC) (ENGLIT5046). However, the requirement that a grade on the Schedule A scale be awarded on the basis of a subject-specific exercise does not work well. Not only does it put a considerable further burden on subject staff to set and assess this work, but given the nature of the RTC and of the training it delivers, it would be more appropriate for this course to be graded pass/fail. We understand that there was some initial discussion between the previous convenor of the RTC and Senate Office about this possibility, which we would support. We note that the PGCAP (comparable in many ways) is assessed as pass/fail.
- **Tuition fees:** tuition increases are directly proportional to drop in MLitt PGT enrolments (VicLit). The correlation of recruitment to fees and lack of funding recurs as an issue through several programmes, with Victorian Literature noting that it lost several students at the last minute because of the unannounced fee increase. This issue at Masters level will also have a necessary effect on PhD recruitment.
- **Overseas recruitment:** It is noted that this overseas recruitment efforts need full financial support (MRS).

Culture and Creative Arts

- Music lack of specialist Popular Music Studies staff an ongoing issue which brings into question the long term viability of their programmes.
- MyCampus problems (see hot topics below).
- Music: urges encouragement of collaboration between GU and RCS. This has taken a while to establish, given the ongoing structural changes at both institutions and particularly the RCS, but it is now becoming very rich. Hope to organise further PGT programmes involving the expertise of staff at both institutions.

Modern Languages

- MyCampus listing of courses available is confusing and frustrating for students; they see many courses that are not actually available. This is problematic for MLitt students, who are encouraged to select from across the College.
- Regulations regarding the award of Distinction, Merit and Pass are not fair to students who perform well on the dissertation but have perhaps one coursework mark that brings the coursework average below the zone of discretion. **(This matter has been taken up by above by English literature)**.
- TESOL: time allocated for assessment and feedback is not sufficient in workload models if they are to continue to provide high quality feedback, which has been singled for praise as an example of good practice by External Examiner.
- TESOL: On two Core courses in semester 1 have had to move between rooms and buildings in a 2-hour slot- this is disruptive, time consuming and despite requests for alternative accommodation - so far unsuccessful in resolving this.

Humanities

History

- need for funds to establish PGT bursaries to enhance marketing and recruitment. Request that this be regarded as investment to secure a greater return, or at least sustain current recruitment levels, which have been jeopardised by the increase in PGT fees for 2015-16.

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.

Modern Languages

- Small seminar rooms with user-friendly audio-visual equipment, natural lighting and windows that can be opened.
- Translation Studies: Computer Assisted Translation tools and WinCaps subtitling software provision would be improved if the students had access to faster computers and could access the software when studying independently. At present, the students cannot access the technology when the Hetherington Building closes, so access elsewhere on campus would be useful. It is also hoped that in the future we will be able to include interpreting as part of the programme, and in this case space for interpreting booths would be required.

Culture and Creative Arts

- Sound-proofed rooms (Music); FTV: Television studio; sound studio; dedicated editing suites; large media lab (which could double as a teaching space); equipment store. More spaces for screenings are needed.

Humanities: recurring Themes

- 1. When planning new teaching spaces, the University must take into consideration that much current teaching is conducted in staff offices which are large enough to accommodate student teaching. Anxiety that a failure to do this could lead to major problems in PGT delivery and decreased student satisfaction.
(Celtic, Classics, History)

Classics

- importance of seminar teaching spaces that are close to, or are preferably in, the Classics building, with subject-specific teaching aids, e.g., maps of ancient world - this supports teaching and fosters a sense of community

HATII

- need for flexible spaces (in terms of seating/desks) to accommodate sessions that combine lecture/seminar/group work.

Critical Studies

- **PGT study space**: There is a need for PGT study space, to foster a sense of community.
- **Heating**: Throughout winter there are difficulties with heating in Room 101, 5 University Gdns, with students and staff struggling with the temperature especially in evening classes. This could be improved.
- **Lighting** is also poor in Room 101, 5 University Gdns and in the Boyd Orr Building and should be improved, with natural light sources.
- **Accessibility**: Rooms provided for Practical Pedagogy in Boyd Orr were difficult to find (CW); very many teaching spaces are inaccessible to anyone unable to use stairs.
- **Out of hours access**: MLitt programmes have much of their teaching in the evening, and the issue of out-of-hours teaching arises continually. Front doors to buildings are often locked well before classes begin.
- **Cost of university rooms**: Spaces for visiting speakers are prohibitively expensive.
- **Room design**: Rooms with a seminar format, in the round, are requested (RTC); teaching spaces to accommodate up to 25 students with windows and natural light (Mod); 'large seminar spaces with full IT capabilities' (MRS).
- **AV**: need for reliable and user-friendly AV equipment

2. Please comment on your experience of lecture recording.

Humanities: recurring Themes:

Concerns about use of recording beyond the course for which it is intended (Celtic, HATII).

Celtic

- very little MLitt teaching recorded - only in one course taught to both MLitt and Honours students.
- unwilling to use recording partly due to the absence of a University Code of Practice for recording and subsequent use of teaching materials.

HATII

- the experience of listening to a recording of oneself lecturing can be unpleasant, but students appreciate it. They suspect that it has a negative impact on attendance and would not want recordings available beyond the course for which they were intended.

Philosophy

- recording would not be appropriate at PGT level except in special cases

Culture and Creative Arts

- It is felt to inhibit lecturers. Additionally, some visiting lecturers are not keen on their lectures being recorded, mainly because of copyright issues. Would not want lectures to be recorded on video - use images of objects from museum collections which would pose copyright issues.

Critical Studies

- **Rooms and Support Staff:** For all programmes except Mediaeval and Renaissance Studies, this was not an issue as there were no lectures delivered. Mediaeval and Renaissance Studies reports the room available for lecture recording (in Hetherington building) was not suitable (too long and narrow a space making interaction with students difficult). Support staff throughout recording were, however, extremely helpful.

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

Modern Languages

- The MLitts in Comparative Literature and Modern Languages could by their very nature function to bring together various disciplines across the College (and even beyond). This is a potential we have not been able to exploit up to now. It is worth investigating ways forward. Narrow disciplinary definitions may militate against it.
- The PTES results this year were excellent across the majority of areas and show a distinct improvement on last year's results. The TESOL programme achieved 100% satisfaction.

Culture and Creative Arts

- MyCampus continues to be a significant problem for beginning postgraduate students. There are numerous problems with the system and these created again a number of issues with enrolment which added to the workload of admin staff.
- The new procedures for ensuring visiting lecturers can work in the UK is extremely cumbersome and time-consuming, for academic and support staff and for the lecturers themselves.
- HATII: report ongoing problem with matching the expectations of taught masters students (particularly international students), e.g. demands for classes all in one building, one-to-one tuition, reserved study spaces etc.
- HATII: an unusually high number of students with mental health issues this year. Although support from the Disability Services was exemplary, it brought to light how stretched they are and how easy it would be for a student to fall between the gaps.

Critical Studies

- **Recruitment:** (MLitt in Victorian Literature) no major issues with programme delivery, staff (who are commended), or programme design but recruitment is a problem, the corollary of which is cost for the applicant pool.
- **Structural Issues:** Mediaeval and Renaissance Studies will not run in 2015-16, which will allow space for reflection – bearing PTES results outlined above in mind.