



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

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

College	Arts
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## Reflection

What is working well?

There were several **recurring themes** from across the College:

### 1. Diversity of assessment practices

All Schools reported the successful implementation of a wide range of assessment-types, both formative and summative.

**The School of Critical Studies (SCS)** noted that students had welcomed the use of ‘innovative and diverse formats’, including peer feedback; use of assessed lecture journals; Moodle quizzes; placements; assessed reflective diaries; improvised on-the-spot 90-second formatively assessed lecture presentations; essay diaries; reflection papers, bearing credit for attending discussions; seminar evaluations; mini-conferences; presentation workshops on public speaking; panel presentations; and the use of the media production unit for recording presentations.

**The School of Culture and Creative Arts (SCCA)** detailed the use of visual tests, research essays, and exams in each exam Diet for Level 2 History of Art, and noted that this served to develop a wide range of study and research skills. Music also uses a wide diversity of assessment methods to build towards a range of transferable skills.

**The School of Humanities / Sgoil nan Daonnachdan (SoH)** drew attention to the diversity of assessment across the School. Archaeology’s Periodic Subject Review praised the range of assessments used, notably worksheets, essays, practical portfolios, exams. Other forms of innovative assessment included peer review of essay drafts and timed vocabulary quizzes on Moodle in Classics.

**The School of Modern Languages and Cultures (SMLC)** noted the use of weekly, Moodle-based quizzes for Level 1 Beginner Language classes, which allow for the regular practice of topics. Attention was also drawn to the diversity of structure and assessment patterns in Honours options (e.g., group presentations, portfolios, social media use), to stimulate interactivity. Formalised formative feedback for oral skills and a new standardised feedback form for essays have been introduced.

### 2. Quality and range of research-led teaching

**SCS** reported that Student feedback from EvaSys and SSLC across the School included consistent praise for range and quality of course materials; for coherence, diversity and quality of lecture programme; for interdisciplinarity; for breadth and depth of courses; the use of guest lecturers was also praised. Where restructuring has been reported (Scot Lit Level 1), it has led to revitalised courses. Eng Lit Hons reported the success of teaching at Senior Honours, which included formats such as conferences, class visits, film screenings and dissertation workshops. These have led to students continuing informal groups after the course; creative writing dissertation students have this year launched a zine together.

All subjects in **SCCA** commented on the positive value of the range of teaching offered. History of Art noted that the move from ‘survey’ style courses at Level 1 to research-led team teaching at Level 2 was particularly successful in preparing students for ‘research-rich’ teaching in Honours. Music also commented that research-led team teaching was working well and was well received by students. FTV’s external described their courses as being at the ‘cutting edge of the discipline’. Theatre Studies drew attention to the fact that they have received the Student Teaching Award for Best Feedback in College two years running. The Student Teaching Award for Best Teaching in College was also awarded to a colleague in the subject area.

**SoH** noted the positive feedback received from students and external examiners for quality of teaching across all subjects. HATII drew attention to the blend of theory and practice in the classroom and Archaeology commented on the inclusion of substantial practical teaching in their courses. Philosophy noted that they offered a wider range of research-led Honours options relative to staff numbers than any other Scottish philosophy department.

### 3. Use of Moodle and other technologies

The improved use of Moodle was noted across multiple subjects; several subjects commented favourably on the successful use of electronic submission via Moodle, this also receiving praise from students. Moodle quizzes are being used successfully by several subjects right across College. Other technologies are used across College by subjects such as Archaeology, Eng Lang, FTV, HATII and TRS. English Language utilised custom built apps for the teaching of grammar. FTV using Box of Broadcasts database and the TFTS Online Archive; students ‘crowd-source’ archival material that can be added to later courses. Classics offer online

versions of large subhonours courses.

**4. GTAs**

Several subjects commented on excellent work by or with Graduate Teaching Assistants. **SCS** employ a GTA Shadowing Scheme as part of their training/QA regime and provide GTAs with an opportunity to deliver a lecture as part of their professional development (student feedback for this has been extremely positive). Drop-in skill sessions are also run by GTAs. **SCCA** reports positive feedback for GTAs in FTV, Theatre Studies and History of Art. GTAs have also been involved in the development of methods skills and methods in Theatre Studies. **SoH** reported improvements to GTA marking training in Archaeology and Philosophy.

**5. Positive student feedback**

All Schools drew attention to excellent student feedback or high NSS rates as evidence of ongoing successful practice.

Form AM2 – College Annual Monitoring Summary - Review of Session 2015-16

What needs work?	What action is being taken forward?
<b>SCS</b>	
All units of learning reported ongoing refinements to pedagogy and process, to be actioned at course/subject level. The following emerged consistently across the School and/or are matters for School/College action:	
<b>Central Timetabling/Room Bookings:</b> unsuitable and poorly equipped rooms.	Flagged to SCS Learning & Teaching Committee to report to Central Timetabling.
<b>Mobile Apps:</b> English Language Level 2 AMR states that '[t]here is no overall University strategy for this, and various special-interest groups hamper the production and dissemination of teaching apps (e.g., commercialisation pressures)'	To be flagged to University IT Committee by English Language.
<b>Graduate Attributes:</b> as part of the University strategy on Graduate Attributes, work is beginning in the School in this area.	English Literature piloted a Graduate Attributes Workshop in 2015-16, and has submitted an LTDF bid to develop a Graduate Attributes scheme.
<b>Level 3 Attendance and Completion of Assessment</b>	This is a constant and recognised issue for Level 3 units of learning: it was flagged as part of a request for feedback on Level 3 provision in the College via SCS L&T Committee.
<b>EvaSys:</b> very poor return rate for new electronic forms across the School, a decrease on excellent rates of return when paper forms used in class.	This has been reported as a University-wide issue and is being flagged to the EvaSys Advisory Board via SCS L&T Committee. There has been contact with Richard Lowdon from the Board via the EvaSys working group representative, and he has taken account of specifically this issue.
<b>Electronic marking interface:</b> technical issues rendering electronic marking impracticable.	This is a College/University matter, and has already been flagged as such.
<b>Student writing standard:</b> in some units of learning, low standards of student writing in pre-Honours are being reported.	A variety of measures are being implemented: writing exercises; processes for flagging this issue in student work; publicising Learning Support and Writing Centre.
<b>Attendance:</b> a number of units of learning reported issues with attendance being low, particularly in lectures.	A variety of approaches, including refining course structure and assessment. It should also be noted that a request was made as to whether the University currently has any data on the effect of lecture recording and prior provision of lecture materials on Moodle as they relate to lecture attendance within the University (see School/College/University matters, below).
<b>SCCA</b>	
<b>FTV</b> <ul style="list-style-type: none"> <li>The role of the weekly exercises needs to be considered with a view to best, continuous student engagement</li> <li>The second semester 'Key Moments' course is less popular than the first Semester course</li> </ul> <b>H of A</b> <ul style="list-style-type: none"> <li>The workload/ organisational implications of some research activity has impacted on student satisfaction</li> <li>Planning of seminars to include student</li> </ul>	<b>FTV</b> <ul style="list-style-type: none"> <li>We will meet before the next session to consider best teaching strategy in light of any changes to the syllabus</li> <li>We have worked to make this course more interactive, and will continue to revise with a view to greater student engagement</li> </ul> <b>H of A</b> <ul style="list-style-type: none"> <li>The HoSA will be taking this into account in the 2016/17 workload model</li> <li>To be addressed at subject meeting</li> </ul>

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<p>participation</p> <ul style="list-style-type: none"> <li>• Student preparation for unfamiliar, ‘technical art history’ aspects of study</li> <li>• EE suggest some revision to technical art history portfolio assessments, to involve non-empirical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• To be addressed by relevant convenors</li> <li>• Staff will consult on ways to broaden students’ methodological awareness</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Low return rate of EvaSys, along with number of erroneous completions.</li> <li>• EEs have noted some inconsistency in the type and quality of feedback provided</li> <li>• EEs also suggested that there could be further encouragement/ assistance to students with the formulation of independent work (e.g. appropriate research questions for Dissertation)</li> </ul> <p><b>Theatre Studies</b></p> <ul style="list-style-type: none"> <li>• the cost of text books raised student concern</li> <li>• some timing issues have arisen concerning the group viva and performances</li> <li>• While there is general satisfaction with the teaching by visiting lecturers on a few courses, we note some concern about clarity and promptness of assessment feedback</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• We will move to electronic completion of EvaSys, using handheld devices, as much as is feasible.</li> <li>• We will be sharing good practice, and encouraging more consistency, in tandem with the School’s initiatives to improve and normalise feedback mechanisms</li> <li>• Discussions are under way about best ways to steer students towards projects that allow them to demonstrate their strengths. In part this will be addressed through the addition of an induction session before Junior Honours.</li> </ul> <p><b>Theatre Studies</b></p> <ul style="list-style-type: none"> <li>• The new Drama Online resource has spared students from this expense</li> <li>• Alternative dates will be considered in 16/17, as will a spread of assessments over a longer time</li> <li>• Convenors brief visiting lectures about good practice; they also brief students about atypical feedback patterns and assessment criteria</li> <li>• A team has been formed to revise ‘Current Issues’ to ensure consistency across Single Hons curriculum</li> </ul>
<p><b>SoH</b></p>	
<p><b>NSS scores:</b> scores on the promptness of feedback are still low, though better than College and Institution average.</p> <p><b>Recurring Themes</b></p> <ol style="list-style-type: none"> <li>1. Lower student retention (Archaeology, Celtic)</li> <li>2. Some administrative problems (Archaeology, Celtic, Philosophy)</li> <li>3. Some issues with feedback (Celtic and Gaelic, Philosophy)</li> </ol> <p><b>Subject Specific</b></p> <p><b>Archaeology</b></p> <ul style="list-style-type: none"> <li>• GTAs on different contracts – confusing and time consuming for them and convenors</li> <li>• Poor retention from L1 to L2</li> <li>• Many student dissertations don’t engage with the process adequately</li> <li>• Need a new field school which is less time intensive for staff whilst retaining high standards of teaching/student engagement</li> <li>• External examiners concerned about over-assessment</li> </ul>	<p><b>Archaeology</b></p> <ul style="list-style-type: none"> <li>• Session at beginning of year to clarify this; School support would be helpful</li> <li>• Continue last year’s retention strategy, e.g., analyse feedback forms</li> <li>• Introduce teaching and assessment on project design of dissertations</li> <li>• Possible new field schools identified</li> <li>• Will carry out formal assessment mapping</li> </ul>

<p><b>Celtic and Gaelic</b></p> <ul style="list-style-type: none"> <li>• Issue with exam formatting</li> <li>• Clearer communication to students about exam writing guidelines needed</li> <li>• Issues with returning feedback</li> <li>• Lack of adequate Moodle training for staff</li> <li>• Inconsistency of electronic reading lists</li> <li>• Organisational issues concerning the identification of students with disabilities</li> <li>• Library access issues during refurbishment</li> <li>• Echo360 not available for lecture recording</li> <li>• Exam Arrangements: being held outside of core teaching hours, registry not holding papers after exams completed.</li> <li>• Lower student retention into Honours</li> </ul> <p><b>Classics</b></p> <ul style="list-style-type: none"> <li>• Removal of exam in ClasCiv 1A and 2A has meant an increase in coursework – danger of overloading students and staff (with marking).</li> <li>• Civ1B criticised for an unclear relationship between lectures and seminars, incoherent lecture schedule</li> </ul> <p><b>HATII</b></p> <ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Range and provision of Honours classes</li> <li>• Standardised format for assessment criteria and feedback</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• As student numbers increase, double marking of all exam papers is becoming more time consuming.</li> <li>• History staff think critically about their courses, and have thoughts about developing their courses and taking up student suggestions.</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Serious problems with administrative support for Honours, e.g., the exams officers had to complete the spreadsheets for the exam board, very late delivery of JH class list meant that they were unable to appoint personal tutors to students</li> <li>• GTA feedback: issues with consistency in GTA marking in Level 2, the External Examiner requested that Level 1 markers do more to tell</li> </ul>	<p><b>Celtic and Gaelic</b></p> <ul style="list-style-type: none"> <li>• Administrator to allow time for staff to check exam formatting</li> <li>• Handbooks to be updated to highlight the consequences of exam rubric infringement</li> <li>• Changes to handbooks to manage student expectations about promptness of feedback</li> <li>• Staff to identify Moodle training needs</li> <li>• Staff encouraged to use electronic reading lists</li> <li>• Contact to be made with the School Disability Officer</li> <li>• Problems with exam arrangements to be communicated at University level</li> <li>• Meeting held about retention – subject area to be more proactive in encouraging students to go into Honours</li> </ul> <p><b>Classics</b></p> <ul style="list-style-type: none"> <li>• Coursework has now been staggered, and L&amp;T convenor working on a redistribution of marking involving marking training of GTAs – this depends, however, on GTA budget</li> <li>• Planning for a general overhaul of the pre-Honours curriculum</li> </ul> <p><b>HATII</b></p> <ul style="list-style-type: none"> <li>• Convenor ensuring all staff deliver research-based teaching element to non-honours curriculum for 2016-17</li> <li>• New staff in post will expand Honours provision</li> <li>• Internal QA process to review handbook and Moodle assessment guides</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Introduction of exam marking moderation in 2016-7. Will use this as an opportunity to encourage further development of new assessment mechanisms and adjusting the weighting of the exams. This will be reviewed in future years.</li> <li>• The History T&amp;L group will provide a forum for discussing teaching innovation and responsive practice.</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Extra action taken to ensure that Reading Parties satisfy all health and safety requirements</li> <li>• A meeting has been held with HoS and HoA about the administrative problems</li> <li>• Greater guidance to be provided for GTAs on marking</li> </ul>
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students how to improve their work	
<b>SMLC</b>	
<ul style="list-style-type: none"> <li>Students in some language classes commented on the lack of continuity between different class hours, e.g. grammar and written/spoken language</li> <li>Clearer information on course content, e.g. TEFL Option does not lead to a teaching qualification, Advancing English for Business is not a business English class</li> <li>Tailor courses more closely to student needs, e.g. separate oral classes for Social Science students in Polish Beginners, different weighting of course elements and exam for Soc Sci Intermediate students</li> <li>Students have asked for more diversity in language exercises (including continuous assessment) and in the final written exam, more material on Moodle and more assessed and marked written assignments per semester in language classes</li> <li>Subsidiary and law students would appreciate more guidance and help with writing their language project in French, including on Moodle.</li> <li>Comparative Literature students ask for more cross-referencing between set texts by lecturers</li> </ul>	<ul style="list-style-type: none"> <li>Tutors will use more grammar examples from the language tutorials and emphasise context when explaining grammar points</li> <li>More specific information will be given to students in advance of the course</li> <li>Introduced this year</li> <li>Diversity of language exercises increased this year</li> <li>More material put on Moodle</li> <li>Marked continuous works (translations and essay) may be returned in the tutor's office and not in class to allow discretion and personal feedback.</li> <li>Information put on Moodle and information sessions organised.</li> <li>The course conveners will liaise with teaching staff to ensure this happens</li> </ul>

<b>Good Practice</b>	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<b>Mobile Apps designed in-house for the study of English Language:</b> English Grammar: An Introduction, produced in-house from the STELLA Lab and available as a free download via the University of Glasgow iTunes site and elsewhere, which received high praise from Level 1A students. (SCS)	Yes
Providing summaries of <b>key concepts</b> from secondary material: next stage is to transform into <b>podcasts</b> (SCS/Eng Lit)	Yes
<b>Guest lecturers:</b> poets, authors, and speakers from media and industry. (SCS)	Yes
<b>Use of innovative and diverse assessment formats:</b> peer feedback; placements supported by Volunteering Office; presentations recorded in Media Production Unit; assessed lecture journals; Moodle quizzes; placements; assessed reflective diaries; essay diary; reflection papers with credit for attending discussions; seminar evaluations; mini-conferences; presentation workshops on public speaking; panel presentations with minuted meetings; compilation of a poetry anthology; dissertation workshops; use of conference posters in Honours courses; pre-presentation feedback; student assessed for peer-reviewing essay	Yes

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drafts; gamification of participation in class (HATII), student-led seminars; increased use of formative essays in smaller Honours classes. (across College)	
<b>Graduate Attributes and Employability Workshop</b> in English Literature. English Literature piloted a Graduate Attributes project in 2015-16 with an Honours Graduate Attributes and Employability workshop facilitated in conjunction with Simon Jones of SPARQS (Student Partnerships in Quality Scotland), which was very favourably received and is being used as a model of best practice in the College. This project will develop further in 2016-17. It is designed to capture <b>transitions</b> from school to university; pre-Hons to Hons; and university to employment/further study.	Yes
Schoolwide participation in the <b>GTA Shadowing Scheme</b> . (SCS)	Yes
<b>Research visits / field trips</b> to cultural sites/museums/galleries, etc. (SCS, SCCA, SoH)	Yes
<b>Community-building activities</b> for subject cohesion at Honours level, e.g., reading parties. (across College)	Yes
<b>Use of technologies</b> (see above, also Music B.Eng.). Also use of social media for courses, e.g. blog, Facebook, twitter. (across College)	Yes
<b>Object-based learning</b> using University and local collections, e.g., an artefact report, drawing on Hunterian collections, as an assessment mechanism (History). (SCCA, SoH)	Yes
<b>Teaching through practice:</b> 'Applied' aspects of J Hons 'portfolio' core course (e.g. exhibition review/ proposal, etc.); credit-bearing work placements as core Honours component. (Both SCCA/History of Art) New 'Arts Criticism in Practice' course, a model of applied practice and 'academic' perspective, very well received by EE and students; continuing development of 'practice as research' or as a means of developing theoretical approaches (Both SCCA/Theatre Studies) Use of research-led mini-project during field trip which engages with public and community institutions (SoH/Archaeology) Project based assessments in Multimedia and 2D Digitisation (SoH/HATII) Internship opportunities ('Speaking Arts and Humanities') (SMLC) Gaelic 'Song in Performance' course (SoH/Celtic & Gaelic)	Yes  Yes  Yes Yes
<b>Greater employment of interdisciplinary courses</b> (SCCA ('Genders', 'Interwar Cultures' courses), SMLC (Comp Lit courses))	Yes
<b>New feedback mechanisms &amp; methods:</b> Start-stop-continue (or similar) feedback, recently introduced into some courses, has resulted in positive student response. (SCCA/Music) Use of one-off mini questionnaire to monitor success of a one-off particular experimental teaching approach during the period of a course. (SoH/History) In smaller courses pre-presentation feedback has worked well (SoH/Celtic & Gaelic) Regular weekly feedback sessions in language classes provides opportunities for students to contribute to course development (SMLC)	Yes  Yes
<b>Graduate Attribute focussed teaching:</b> the use of conference posters in Honours course – provided valuable learning experience both for subject skills and graduate attributes (SoH/History) Programmes continue to integrate generic skills into all courses, drawing on team-teaching and cross-School collaboration SoH/Celtic & Gaelic) Student-led seminars and student chairs are widely used across the subject area, nurturing skills that directly map on to Graduate Attributes. (SoH/History) Senior Honours students acting as lab demonstrators. (SoH/HATII)	Yes  Yes Yes
Retention activities: use of pre-Honours retention-targeted talks linked to Careers night (SoH/Philosophy)	Yes

**Closing Loops**



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What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
<b>SCS</b>	<i>SCS response via Dr Wendy Anderson, SCS L&amp;T Convener, with input from Wendy Burt, Head of School Administration, and Anna MacMillan, School of Critical Studies Administration</i>
<b>Administrative Support for Principia</b> <b>Issue raised:</b> Administrative support for Principia will require confirmation after Mrs Joyce Dietz retires.	<b>SCS response:</b> Administrative support for Principia is now handled by Helen McLaughlin.
<b>Technological Resources</b> <b>Issue raised:</b> Eng Lang Level 1: the issue was raised at the Examination Board that ‘the SCS School laptop (Laptop 2) was not up to the job, as it was too slow in opening documents, e.g. student files, and it was difficult to switch between documents’.	<b>SCS response:</b> Provision of laptops is now handled by the College of Arts IT support team, who have a pool of laptops which are maintained and replaced as necessary. These can be booked for use by any member of staff.
<b>GTA Budget</b> <b>Issue raised:</b> Eng Lang Level 1 submits that ‘it is essential that the GTA budget is maintained at its current level to ensure the sustained high quality of workshop teaching on English Language Level 1 courses. Students particularly appreciate learning with and from postgraduate GTAs, whose careful preparation and enthusiastic facilitation of the workshops is integral to the courses. The fact that the tutors are ‘closer’ to both the material and to most students’ own life-stage, is consistently regarded as a key factor in facilitating student learning and enhancing their experience of the course’.	<b>SCS response to this issue as it appeared in 2014-15</b> <b>SAMS:</b> The need for GTA support is noted. Decisions about the level of GTA engagement are taken by the Head of School in liaison with Heads of Subject and Head of School Administration, and are in line with the College’s newly agreed GTA procedures. <b>SCS response 2015-16:</b> The response from last year’s SAMS still holds. Decisions about the level of GTA engagement are taken by the Head of School in liaison with Heads of Subject and Head of School Administration, and are in line with the College’s GTA procedures.
<b>Student Email Communication</b> <b>Issue raised:</b> Eng Lang Level 1 administrative staff have noted that ‘students tended to respond more to emails from one’s personal email box than from the shared Critical Studies English Language Admin box’.	<b>SCS response:</b> Shared email boxes enable the School to ensure that students receive replies that are as prompt and accurate as possible. It is important that messages can be accessed by more than one administrator, especially during annual leave or periods of sick leave.
<b>Credit-bearing Course Placements</b> <b>Issue raised:</b> Eng Lang Hons records that students volunteering on funded projects currently gain experience but nothing further: the School ‘might consider giving consideration to credit-bearing course placements’.	<b>SCS response:</b> Some credit-bearing placement courses already exist in the School and Subjects are encouraged to propose new ones. The School Board of Study would be very happy to consider such proposals. The College document on ‘Credit-bearing placements’ was produced by Dr Pauline Mackay in Scottish Literature, as College Placement Officer, and is available online: <a href="http://www.gla.ac.uk/colleges/arts/informationforstaff/studentsandteaching/placementcourses/">http://www.gla.ac.uk/colleges/arts/informationforstaff/studentsandteaching/placementcourses/</a>
<b>Staffing</b> <b>Issue raised:</b> Eng Lit 1A convener Dr Jane Goldman submits that ‘pleas for a new lecturer in poetry were heard, and we are delighted by this appointment. However, if CW is to be properly developed and sustained, beginning with our new first year courses, we still need further appointments’.	<b>SCS response:</b> In addition to appointing a new lecturer in poetry in summer 2015, the School also appointed a 0.2FTE Professor of Creative Writing.

<p><b>SCCA</b></p>	
<p><b>FTV</b></p> <ul style="list-style-type: none"> <li>• we have noted a serious problem with the heating system in the building</li> <li>• on the advice of the PSR, we seek to install a swipe-card system to facilitate student access to practical equipment</li> <li>• reschedule the weekly student screening to increase attendance</li> <li>• attendance at lectures occasionally is also problematic</li> <li>• Improve core skills of critical reading and academic writing</li> <li>• We wish to make lectures more interactive, especially for ‘Key Moments’</li> <li>• Standardisation of written feedback</li> </ul> <p><b>History of Art</b></p> <ul style="list-style-type: none"> <li>• We have arranged for the Christie’s students’ mentor, Dr. Torma, to ensure suitable induction and guidance for students on the History of Art and Art World Practice Hons programme.</li> <li>• Members of staff appointed to the Christies/U of G joint board are to discuss issues of concern about student recruitment.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• We recognise a need to increase the proportion of electronically submitted feedback, as part of the broader strategy to improve assessment consistency and ‘turn-around’ time</li> <li>• We note some specific aspects of the new modular Sonic Arts sequence that require improvement</li> </ul> <p><b>Theatre Studies</b></p> <ul style="list-style-type: none"> <li>• Revise 2A seminars to improve student research skills</li> <li>•</li> <li>• The ‘Current Issues’ course gave rise to some concerns about clarity of assessment criteria and feedback</li> </ul>	<p><b>FTV</b></p> <ul style="list-style-type: none"> <li>• this problem remains unaddressed</li> <li>• consultation with Senate Office is ongoing</li> <li>• we have moved the screening by 1 hour, and will see if attendance improves this session</li> <li>• we continue to monitor attendance and consider ways to improve it</li> <li>• GTAs have devised and updated seminar strategies/ packs to address these problems; we also draw on bespoke sessions from Teaching and Learning Service</li> <li>• an electronic voting system was introduced in part of this course, and the lectures delivered in a less scripted manner</li> <li>• we have given GTAs more training in feedback, and will seek to further standardise in line with the School LTC initiative along these lines</li> </ul> <p><b>History of Art</b></p> <ul style="list-style-type: none"> <li>• Sally Rush, J Hons convenor, has taken over mentoring the new (L3) Christie’s students as she is in a better position to review their progress and has more experience supporting students with learning issues.</li> <li>• The Christie’s/U of G joint board have successfully resolved concerns about student recruitment and Level 3 entry.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Several courses have already incorporated electronic submission; this will be deemed the default option in all courses this session, allowing exceptions where file types and sizes raise problems (e.g. Composition).</li> <li>• We are working towards greater consistency across courses, e.g. in the location and labelling of submission areas within all Moodles</li> <li>• Our changes in the assessment strategy, notably for SA ‘Sound and Image’, have been well received by students and EE.</li> </ul> <p><b>Theatre Studies</b></p> <ul style="list-style-type: none"> <li>• The seminars have been revised and implemented, and will be reviewed with a view to further improvement</li> <li>• The course is currently under revision; meetings of Hons and Practicals convenors with the visiting lecturer, along with closer monitoring of feedback through moderation, have led to higher student satisfaction with the course.</li> </ul>

SoH	
<p><b>Archaeology</b></p> <ul style="list-style-type: none"> <li>• Level 1-2 retention and employability strategy</li> <li>• Review of teaching material for Level 1 course and practical work in Level course</li> <li>• Prepare for PSR</li> <li>• Honours review of (i) fieldwork requirements, (ii) greater emphasis on employability, critical thinking, (iii) range of assessment, (iv) new courses on public engagement, (v) smart teaching.</li> </ul> <p><b>Celtic and Gaelic</b></p> <ul style="list-style-type: none"> <li>• Moodle</li> <li>• Employability</li> <li>• Attendance</li> <li>• Electronic reading lists</li> </ul> <p><b>Classics</b></p> <ul style="list-style-type: none"> <li>• Problems with lecture venues – consistency and location</li> <li>• Problems with seminar booklets</li> <li>• Problems with essay advice</li> </ul> <p><b>HATII</b></p> <ul style="list-style-type: none"> <li>• Move from 30 to 20 credit Honours courses</li> <li>• Wider distribution of dissertation supervision and grade among staff</li> <li>• Revised curriculum in DMIS 1B to remove overlap</li> <li>• Feedback on paper to be collected at School Office</li> <li>• Access to software has been an issue</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Audit of final degree results revealed no gender bias in the results detrimental to female students.</li> <li>• Staff advised to highlight and refer explicitly to graduate attributes in their courses. A careers Moodle is being planned.</li> <li>• Dissertation mark sheets now allow for the articulation of processes and discussions through which marking discrepancies are reconciled.</li> <li>• New appointments will have the development of a work based course as part of their job remit (following student consultation on the development of such a course)</li> <li>• History have implemented their own workload</li> </ul>	<p><b>Archaeology</b></p> <ul style="list-style-type: none"> <li>• Retention and employability strategy is ongoing</li> <li>• Review completed for L1 with fair success, review for L2 is ongoing</li> <li>• PSR completed</li> <li>• Most of Honours review postponed till next year due to staff shortages, most ongoing or underway, though review of new courses on public engagement was completed.</li> </ul> <p><b>Celtic and Gaelic</b></p> <ul style="list-style-type: none"> <li>• Staff still feel unsupported in the use of Moodle; training on specifics apparently not available</li> <li>• Employability issues related to translation equipment, lack of resources</li> <li>• Attendance wasn't raised as an issue this year</li> <li>• Some courses still to introduce electronic reading lists</li> </ul> <p><b>Classics</b></p> <ul style="list-style-type: none"> <li>• This year these were addressed, and the result was better attendance</li> <li>• Revision of seminar booklets in order to make material easier to grasp</li> <li>• Seminar on essay writing and peer reviewing now addressing problems with essay advice</li> </ul> <p><b>HATII</b></p> <ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed</li> <li>• DMIS curriculum revision successfully implemented.</li> <li>• All feedback returned though Moodle 2015-6</li> <li>• Redesigned worksheets to use open source software</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• No further action required beyond normal diversity compliance mechanisms.</li> <li>• Highlighting and development of student graduate attributes to be monitored.</li> <li>• Dissertation mark sheets will be monitored.</li> <li>• New appointments issue is ongoing</li> <li>• Workload model issue still ongoing but is the responsibility of the School and College to take forward</li> <li>• Assessment/ILOs issue is ongoing/being monitored</li> </ul>

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<p>model – operation of the School model has not been fully implemented</p> <ul style="list-style-type: none"> <li>• A new Honours essay feedback sheet has been devised which explicitly lays out the aims and objectives of the History programme</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Expanding on the successful use of formative assessment in some Senior Honours classes, this has been extended (on a non-compulsory basis) to other courses.</li> </ul>	<p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• The success of the formative assessment will be examined.</li> </ul>
<p><b>SMLC</b></p>	
<ul style="list-style-type: none"> <li>• Restructuring and review of Culture 1 and Culture 2 courses</li> <li>• Third language hour requested for all languages</li> <li>• Bring TEFL Option into line with other 20-credit SMLC Options</li> <li>• Students asked for more seminars in the Culture courses</li> </ul>	<ul style="list-style-type: none"> <li>• New courses (different topics, more varied content, new structure, introduction of general lectures for Level 1 students on essay writing and using the library, new forms of assessment such as portfolio) running this year for Culture 1 and Culture 2, including SMLC-wide core lectures</li> <li>• Introduced this year. All language courses have three contact hours per week.</li> <li>• New PIP submitted, External Examiner has approved course, the name of which will be changed to “TESOL Honours Option” (Teaching English to Speakers of Other Languages)</li> <li>• The number has been increased - in some cases doubled - as part of the restructuring process</li> </ul>

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

College

**SCS:**

- **GTA Budget:** a recurring issue is the need to maintain SCS GTA Budget: decrease in funding for GTA team meetings has been reported in some units of learning, and GTAs have also reported unannounced decreases to preparation pay.
- **Level 3 Provision:** via feedback sought within the L&T Committee, we are aware of an increased call for Level 3 courses to be introduced. Although these courses are time-consuming to administer, the levels of student enrolment (coupled with issues in attendance) mean that they are not always viable to run as stand-alone classes.
- **Erasmus:** Eng Lit notes '[w]e seem to be paying a statutory "fine" for accommodating Erasmus students. This should be investigated and justified or removed on the basis of FTE/course income breakdowns'.
- **Attendance:** Scot Lit reports concern about student attendance, also reported elsewhere in the school (see 'Attendance' above and below). It is noted that 'subjects are responsible for pastoral care of students, while there is no requirement to chase attendance': clarity on this issue from Chief Advisers is requested. Clearer guidelines on attendance management would also be welcomed. See also under '**Lecture Recording**', below: TRS wishes to know whether research has been done into the correlation between lecture attendance and lecture recording/provision of materials on Moodle.
- **Intercalated Medical Humanities degree:** Subjects from across COSE, CoA, and CSS are often unwilling to supply Hons coursework and exams for the intercalating board since they view this material as "property" of their traditional Joint and Single Hons degree, not recognizing that these assessments are in fact required by a separate board and examiner for the intercalated degree. A clear regulatory statement in Calendar from Senate is requested.

**SCCA**

- **Theatre Studies**  
As has long been noted, the lack of appropriate practice space remains a significant issue. Even with the addition of the old carpentry workshop in the Gilmorehill Centre, we still have significantly less and less well equipped performance spaces than our competitors.

**SoH**

**Recurring Themes**

- Staffing/the appointment process (History, Philosophy)

**Subject Specific**

- **Archaeology**  
Welcome the changes to the PIP approval process and urge the College to keep working towards a simple, quick and streamlined system of course approval.
- **Celtic and Gaelic**  
Start date of PGT students causes problems for PG students who are to take Honours courses. College should move start date for all research students to the start of the academic year.
- **Classics**  
Some lecturers are concerned that the policy of lecture recording is having a negative impact on student attendance: worth investigating at College level.
- **HATII**  
Lab provision – access to supported tech out of normal ours  
Coordination of courses available for students to take outwith their Honours subject (25% option)
- **History**  
Highlight concerns about staffing – the College is encouraged to take greater cognisance of acknowledged areas of excellence, and the vital necessity to deliver on established and successful curricula when considering new appointments. History came dangerously close to not being to address student demand at Honours. Staff workloads are rising at the same time as some core staff have left.
- **Philosophy**  
Report problems with the timing of the appointment process of new hires which causes difficulty in planning

for teaching.

**SMLC**

- Problems with contracts and payments for atypical staff.

## University

## SCS

- **Central Timetabling and Room Booking:** the room booking system regularly results in the allocation of rooms which are unsuitable in terms of size, layout or equipment. They often lack even the basics, such as an adequate number of seats. Teaching space for classes scheduled back-to-back are not proximate to each other, resulting in disruption and waste of time. Scheduling the same class in different rooms on different days or in different weeks undermines continuity, and rooms are often too far apart to do a full 50-minute slot where classes are back-to-back. We are very concerned that the loss of the Maths building next year will exacerbate this issue. Giving individual subject areas priority where possible over rooms in subject area buildings remains highly desired. Much time and effort is required at subject and school administration level, as the room bookings system remains highly inefficient. Innovation in teaching, such as the use of multimedia, is prevented by poor or outdated facilities. Current timetabling processes also make innovative teaching difficult: for example, we hold day-long mini-conferences, but timetabling makes this hard to schedule and this year meant we required to be in two separate locations. The distance between teaching rooms continues to present problems for both staff and students, particularly those students with disabilities or who must attend consecutive classes across campus. It has been suggested that classes next year will be even further afield. Staff are concerned that this will greatly compromise students' learning experience at the university, and it has a clearly detrimental effect on the teaching environment.
- **Lecture recording:** although not all units of learning use lecture recording, among those that do English Language Level 2 reported that it was unable to record lectures this year due to an issue with disability access, and requests that the University provide a suitable lecture venue with recording facilities for 16-17. Feedback on lecture recording continues to be mixed: English Language considers that 'equipping venues with recording facilities should be a top priority, as students at pre-Honours are increasingly viewing lecture recordings as part of a basic standard they expect' but TRS notes a downturn in attendance at its lectures and requests to know whether 'any research been done [within the university] into the effect on attendance of providing handouts and/or lecture recordings on Moodle?'
- **Attendance:** See 'Attendance' (under **School/College**) and 'Lecture Recording' above: TRS submits that 'it would be helpful to have a University policy which required attendance at Honours classes. Has any research been done into the effect on attendance of providing material on Moodle?'
- **Intercalated Medical Humanities degree:** Subjects from across COSE, CoA, and CSS are often unwilling to supply Hons coursework and exams for the intercalating board since they view this material as "property" of their traditional Joint and Single Hons degree, not recognizing that these assessments are in fact required by a separate board and examiner for the intercalated degree. A clear regulatory statement in Calendar from Senate is requested.
- **Erasmus:** Eng Lit notes '[w]e seem to be paying a statutory "fine" for accommodating Erasmus students. This should be investigated and justified or removed on the basis of FTE/course income breakdowns'.
- **RIO:** Eng Lit submits that 'a timeline of communication between RIO and Subject Area administrators/JYA/Erasmus coordinators must be established so that incoming students are told which courses are on offer early in the cycle'.
- **Registry and Examinations:** the following statement was submitted by Eng Lang: 'There were problems with the provision of materials by Registry for the Level 1A and Level 2A examination in December (specifically, distribution and supply of exam papers). This issue was reported in detail to Lynn Henderson by the Level 1 Convener and the Exams Convener by email on 17 December 2015, and some discussion followed by email on 18 December 2015 (therefore, the University should be aware of this issue, but it is recorded here for the sake of completeness and as a record)'.
- **Electronic Marking/Moodle-Urkund:** the Moodle/Urkund interface for marking remains unfit for purpose.
- **Assessment Policy:** TRS submits that '[i]t would be helpful to have a University policy on managing student anxieties around presentations. What kinds of adjustments might we make that would enable students to attain the ILOs without compromising academic standards?'

## SCCA

## FTV

- The heating system remains a major problem

- Access to the building still needs to be adequately addressed
- We find the provision of security for Gilmorehill Halls during evening screenings (after 1630) inadequate
- Room bookings: we would wish seminars to remain in Gilmorehill in order to draw on FTV tech support.

#### **Music**

- as has been noted for many years now, our physical facilities remain seriously inadequate for the level of research and research-led teaching we undertake.
- We also are challenged by the level of FTE staff numbers, although we note the positive development of an LKAS fellowship in Popular Music Studies.

#### **Theatre Studies**

- See above, under 'College'

#### **SoH**

#### **Recurring Themes**

- Timetabling and standard of lecture venues (Archaeology, Celtic, Classics History, Philosophy)

#### **Subject Specific**

- **Archaeology**  
Multiple lecture venues for the same course – confusing and disruptive for students and staff
- **Celtic and Gaelic**  
Too few rooms have Echo360 facilities  
Scheduling exams out of core teaching hours is not appropriate for many students and staff; and Registry refuse to collect exam scripts from exam halls outside of normal teaching hours
- **Classics**  
Then importance of a lecture room which is the same for every session of the course, appropriate for its purpose, reasonably close to where staff and students have their other classes
- **HATII**  
Lecture and lab space is currently an issue, but the new College building should address this.  
Harvesting of Moodle grades to Mycampus to generate spreadsheets for exam boards and to avoid manually inputting grades into spreadsheets then Mycampus
- **History**  
Highlight again their concerns about provision of mental health support in the University. As noted last year, this is a 'basic and urgent issue': first appointments take too long, and further referrals are resulting in long waiting times.  
Time-tabling of lecture venues in far flung/disparate areas of the University causes disruption for students (particularly for those with disabilities); making sure that hour+ lectures do not involve a change of room during the period of the session; History has an increasing need for computer lab space – the 'control' of or prioritisation of such spaces for other IT-aligned subjects may need to be re-addressed.
- **Philosophy**  
Multiple lecture venues at Level 1 has been confusing and inconvenient for staff and students.

#### **SMLC**

- International students need support to complete their degree programmes, and while creating a 10 credit programme to do this (Advancing English for Business) is a significant step in the right direction – and ASBS should be commended for taking the lead in this – asking already time-pressed students to do more than the credits required to get their main degrees is a challenge at best. Exploring possible ways to more effectively support these students would significantly contribute to helping them further as well as contributing towards key points in the **Learning and Teaching Strategy 2015-20** (aims 1, 2 & 7 in particular but not exclusively).
- Room bookings: Need for greater flexibility for larger capacity rooms, not linked to class/student size, to allow for the dynamic nature of language teaching. Standard of equipment could be improved (blackboards



that generate choking dust (if chalk can actually be found), whiteboards with surfaces that can no longer be written on, rooms used as a furniture store, with old OHP trolleys and redundant easel boards).

- Change of room bookings at short notice is very stressful. It would be helpful if at least an email or text could be generated by the system to alert students and staff
- Strike action last academic year meant that some External Examiners resigned. This is an ongoing problem as Comparative Literature currently does not have an External Examiner.

## Hot Topics

Do you have any comments on the following topics?

1. The student population is becoming more diverse. How have you or might you enhance curriculum, delivery and/or assessment methods to provide an inclusive and inspiring experience for everyone?

### SCS

#### Positives:

- Although more information would be welcome here (i.e. diverse in which respect(s)? Are there useful figures/statistics here to which we could speak?), a robust and active reflection upon diversity emerged across the School. Conveners and subjects responded in depth to this question and reported ongoing reflection as standard in this area, continuing to develop and diversify the curriculum to encourage thinking of complex issues in sensitive and critically sophisticated ways: course content in the School is thus designed towards **pedagogical inclusivity**. Student feedback confirms that students do find this both inclusive and inspiring.
- Units actively build diversity into teaching, with **curricula** that utilise a varied range of primary and critical materials; are reflective of contemporaneous social and political issues; are responsive to cultural contexts; and designed according to student feedback as well as responsive to student input on a continuing basis.
- **Credit standardisation** will reduce exams, which should provide greater equality of opportunity in terms of student attainment.
- Scottish Literature will launch its first BOLD (Blended and Online Development) course in 2016-17, allowing students to learn at a distance with complementary weekly workshops for Honours students based at Glimorehill campus.
- Each subject reported positive student feedback for **small-group teaching** as it fosters inclusivity and provides support.
- Diversity was also considered in respect of **assessment**: across the School great efforts are being made to diversify assessment (see '**What is Working Well**' and '**Good Practice**') towards the attainment of course aims and ILOs in a variety of different ways.
- **Innovative teaching methods and activities** (see above), the use of **multimedia classrooms**, and the provision of **resource-rich VLEs** provide an inclusive and inspiring experience for everyone.
- It is hoped that the recent decision in the School to open Hons classes to **Erasmus** students will improve diversity and transcultural exchange.

#### Issues requiring University attention:

- **Accessibility**: classrooms and lecture halls are variably accessible. Many of the rooms assigned by Central Room bookings are not suitable for a diversifying population. Our campus is poor for anyone who has physical accessibility issues.

### SCCA

- **FTV**  
We try consistently to enhance the diversity of screening content wherever possible. We provide extra tuition on academic writing.
- **History of Art**  
Recent appointments have enabled us to widen our curriculum to embrace a more diverse range of cultures and periods, further consolidating the 'global' perspective that has been one of our strengths in the past. We continue to work to diversify our assessment methods, and seek to establish a working group to carry this

further.

- **Music**

We continue to broaden the range and diversity of our coverage across all courses, notably including Listening and Repertory, Historiography and Criticism, and Film Music. Courses like Genders and Popular Music Politics explicitly encourage students to reflect on issues of diversity (e.g. gender, race, ethnicity, etc.). Our diverse variety of assessment methods also aims to cater to a wide variety of distinct student strengths.

- **Theatre Studies**

A new appointment allowed us to introduce new lectures on 'interculturalism in theatre', much enhancing the 2B curriculum and giving more prominence to questions of cultural difference. TS Hons curriculum supports diversity in three ways: through thematic focus on issues of (widening) participation in courses like 'Activist Stage', 'Autobiography and Performance', and 'Exhibiting Culture'; through a wide range of assessment methods that cater to a range of student strengths; and by offering alternative modes of assessment to accommodate e.g. students with anxiety issues and the like.

## SoH

### Recurring Themes

- Integration of topics relating to diversity in the current curriculum (Archaeology, HATII, History, Philosophy)

### Subject Specific

- **Archaeology**

Address a variety of cultures in the curriculum – thinking critically about boundaries and assumptions is a core part of teaching  
2/3 of prize winners were from Eastern Europe

- **Celtic and Gaelic**

Noted that the student population is particularly international.

- **Classics**

This year Classics introduced online versions of all four ClasCiv courses in order to accommodate students who have lecture clashes, caring commitments, or other reasons for not being able to make the traditional class hour

- **HATII**

Ensure that they use examples from outside of the UK, EU, etc. For example, looking at digitisation of Timbuktu manuscripts.  
No honours convenor runs class on exam preparation which is targeted to those who have a different cultural experience of exams.

- **History**

Many new History courses in recent years have sought to address matters touching directly upon the diversity of the student body, e.g., the experience of refugees, post-colonial dynamics, the role of empire. Central to many courses are approaches that build directly upon the migrant histories of class members  
The dissertation is regularly a place where students explore issues of inclusion, exclusion and concepts of community.

- **Philosophy**

All course leaders are strongly encouraged to provide a diverse curriculum, with authors of different genders and ethnicities.  
They have signed up for the British Philosophical Association/Society for Women in Philosophy Good Practice Scheme, while a Minorities and Philosophy (MAP) chapter has been created by postgraduates

## SMLC

- We have substantially diversified assessment methods, having a variety of different methods of assessment means that students will find one that suits them. Our work emphasises the learner-centred curriculum: we cater for a variety of learning styles: aural, visual and kinaesthetic, through language discovery and language awareness techniques. Delivery styles cover a wide range – teacher to whole-class; teacher to individual

students; students to students; students to teacher; students to whole class. Students from all linguistic and cultural backgrounds contribute to the learning experience of the group by sharing examples from their own language and experience.

- There is already much intercultural exchange and discussion in SMLC courses; student reps are often international / EU students

2. What methods do you use for communicating with students? Which have you found most effective? As members of staff, how do you prefer to receive information?

### SCS

To communicate with students, the School uses the following methods, which are effective in combination:

- Face-to-face contact in advertised **weekly office hours** and, in some units of learning, **open door policy**. Students benefit from access to staff – though email is a necessary mode of communication, it may lead to scatty exchanges, misunderstandings, and/or unregulatable traffic. Face-to-face contact also encompasses lectures and seminars, essay consultations, course social events, trips, and welcome events and inductions. It is invaluable to helping students cohere within a community.
- If inconvenient, students are encouraged to arrange an alternative time. This pattern of consultation should be protected, and borne in mind in any plans for a new working space/building. Individual office hours are essential to this interaction and to student experience.
- **Formal and informal feedback.**
- **Class and lecture discussion.**
- **Announcements** in lectures and seminars
- **Moodle news forum:** while Moodle is effective, there have been reported issues with returning students (those who have taken a year out of studies) having difficulty accessing Moodle due to MyCampus problems.
- Moodle discussion forum for student interaction.
- **Email:** through Moodle and course codes, and individually. Students are also encouraged to use email to contact staff, addressed appropriately and ideally sent during normal working hours: a difficulty is managing student expectations, where emails requiring action/fast response are often sent at night, on weekends, or at very short notice. Staff email addresses are advertised.
- **Email** is also used in certain units to contact former students/course cohorts about events of interest and visiting speakers: it is noted that this has led to an upsurge in MLitt applications.
- **Social media:** course Facebook and twitter, course blogs.

**Members of staff** indicate:

- A preference for communicating in person within subject and school communities, and receiving information via meeting and email, with the latter containing only pertinent information rather than the current use of mass circulars. Receiving email sparingly and from a named individual to whom we can reply, rather than a generic email address, would be welcome.

**Issues requiring University attention:**

- Staff and students indicate that they are overwhelmed by the number of emails received. An initiative from the University on how to deal with this would be welcomed: for example a subject line naming practice to filter emails including standardised subject headings which clearly alert receivers to the content and whether specific actions are required. At School level, we have an email policy: it requests that staff send emails between 0800-1800 Monday-Friday, and no emails at weekends. At University level, we would appreciate measures (email blackout periods, for example) which could reduce the email burden.
- Students indicate that they do not welcome continuous automated reminders to complete surveys and feedback, and that they are often deluged with email from across the University, some of which is not relevant.
- We would note that students have a responsibility to check email and Moodle regularly; though they are encouraged to do so, this remains an issue.

### SCCA

- **FTV**

Moodle forums, email, office hours, and noticeboards.

- **History of Art**

Moodle 'news forums' are the most effective means of communication. Work with EvaSys is on-going, and we hope to have it in place across all levels, for electronic use in class, this session.

- **Music**

We offer weekly office hours, and are currently in the process of revising the SSLC so that it can become the most effective and responsive forum for student concerns across all our courses. Generally we prioritise Moodle (e.g. 'Music Common Room' site, and associated 'News Forum') for broadest student communication, which is largely effective, so long as we ensure that students check their University email regularly.

- **Theatre Studies**

We use a full range of in-person and electronic methods, including email and Moodle – staff generally prefer email and in person communication.

## SoH

### Recurring Themes

- Email, moodle, face to face meetings all effective in different contexts (all subjects)

### Subject Specific

- **Archaeology**

Communication with students via Moodle is reasonably effective. Sometimes use tweeting and news feeds for engaging students with interesting issues

Communication with staff via email – emails should be succinct, timely, and tailored so that it is relevant.

- **Celtic and Gaelic**

We use email and some Moodle; but students are increasingly reluctant to use/answer with email

- **Classics**

Email and moodle forums are used.

- **HATII**

Use email, Moodle, face to face in lectures and labs. Use Twitter and Facebook in a less formal way to give info on internships, etc.

Face to face is most effective but not possible in large cohorts.

Face to face it best for staff communication.

Being able to text using SMS to a class could be a useful tool.

- **History**

Face to face meetings, tutorials, email, Moodle for students

Staff see all methods as effective in different contexts and for different purposes

- **Philosophy**

Email and Moodle are the main methods of communication – these provide effective with the vast majority of students.

## SMLC

Email and Moodle are used to communicate with students.

Staff prefer targeted emails.

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

## SCS

- Increased **technical support for Moodle 2** is desirable.

- **Student mental health:** it was noted that there is an increase in need among students which requires increased provision of Counselling Services, and that changes to the Advising system mean that students no longer have a single named Adviser of Studies, but have access to a team of highly trained Advisers who can

assist with academic matters arising as a result of experiencing mental health issues.

**SCCA**

- The University's determination to increase student numbers does not seem to go hand in hand with a provision of the necessary resources and infrastructures to facilitate the extra teaching load. GTA funding, for example, might be expected to augment with increased tutorial and marking loads. (History of Art)

**SoH**

- Data projectors need updating with HDMI connectors/cables, network can be slow in teaching rooms meaning using streaming video can be patchy.
- Online information about teaching rooms is non-existence for some rooms, patchy for others and often scattered about different parts of the website. (both HATII)