

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.

<b>College</b>	<b>College of Social Science</b>
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The outcome of annual monitoring across the five schools was reported to College with all undergraduate units and courses within the College subject to a review process. The Centre for Open Studies has been included with the College this session for reporting purposes. This report has been informed by the School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College:

- Adam Smith Business School: Dr Geethanjali Selvaretnam
- School of Education: Dr Julie Harvie
- School of Interdisciplinary Studies: Dr Alexander Whitelaw
- School of Law: Professor Ernest Metzger
- School Social & Political Sciences UG Studies: Dr Craig Smith
- *Short Courses*: Dr Janice Ross

Dr Robert Doherty, College Quality Officer.

Student support (including mental health)

<b>What is working well?</b>	<b>What needs work?</b>
	<p><b>Adam Smith Business School</b></p> <p>More resources be provided to assist students to help with mental health. (University)</p> <p><b>School Social &amp; Political Sciences</b></p> <p>Sociology: In keeping with a trend reported in previous years, we have seen a continued increase in the number of extension and Good Cause applications at Honours level. Moreover, the percentage of students making applications for reasons which can be considered serious (i.e. involving a period of more than 3 weeks) has also continued to rise and has now increased fivefold since the 2012/13 session. Discussion with external examiners suggests that these trends are reflected across the sector and, to a large extent, we suspect that the causes are ones which lie outside of the control of the subject area, or even the School. Sociology has developed and circulated to Honours</p>

	<p>students a document identifying key points of contact and advice with respect to a range of issues. The School has also established a Peer Support Network, so in both respects steps have been taken to try to ensure that measures are in place to help students where necessary. Nonetheless, we are concerned to do more to try to ensure that our Honours students feel included in a supportive and sociable intellectual community and, to this end, will be seeking Chancellor’s Fund backing for a new initiative in the coming session. (School, College)</p> <p>SSPS. Good Cause and Student Mental Health: An increasing number of our students have high levels of anxiety, depression and stress. This is resulting in an increased number of ‘good cause’ claims. It is also putting a considerable emotional strain on academic and administrative staff who are often the first port of call for these students. We would therefore like to see greater support for the Counselling and Psychological Services to both help these students and relieve some of the pressures on staff. (University)</p> <p>SPSS: 75% rule. One consequence of the growth in the number of Good Cause applications is a corresponding growth in the number of students who graduate having had some component of their Honours work discounted under the so-called ‘75% rule’. Staff within the subject area, and separately, our external examiners, have raised the issue of equity here, and of the extent to which this trend has the potential – over the long term – to lead to some devaluation of the degree qualification, particularly if such cases move from being genuinely exceptional to a recognised feature of graduating cohorts in any given year. It may be that the University could reflect on whether greater limitations ought to be placed around the application of this provision. (University)</p>
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Learning and teaching (including assessment and feedback)

<b>What is working well?</b>	<b>What needs work?</b>
<p><b>Adam Smith Business School</b></p> <p>The School recorded 18 separate areas of success, strengths or improvements to processes and practices. Among the areas highlighted were the use of real-life examples in helping students engage with theory and practice, improvements within student evaluations, developments in assessment guidance for examiners, staff induction arrangements and the use of a diversity of assessment methods and approaches. The school noted a successful expansion in optional courses in response to growth in student numbers, the contributions of outside experts and guest speakers</p>	<p><b>Adam Smith Business School</b></p> <p>Accounting and Finance</p> <p>Five courses have been identified as having satisfaction levels below 60%. Dissertation supervision is perceived by students as inequitable. Attendance and engagement of students is still problematical. Students have demonstrated evidence of being increasingly strategic learners and overly exam focused.</p> <p>Business and Management</p> <p>There is a need for appropriate academic staff to be consistently appointed as course coordinators or</p>

and improvements to the induction arrangements for new students, student voice and student staff relations. Student societies have developed positively to the enrichment of the School and skill enrichment workshops have been provided to students along with research internship opportunities.

**School of Education**

The School of Education highlighted a number of exemplars of what works well in programmes. The School notes how programme teams exert tremendous effort both to maintain effective practice and enhance provision. Common themes included: course content and structure– a good balance between academic, professional and practical experiences provided for students. Work on assessment: varied forms of assessment are used and detailed feedback for students provided. Academic Support : Students are supported in the improvement of the quality of their academic work. Knowledgeable staff: staff recognised for the passion and knowledge they have about their subjects. Positive Student Feedback: Feedback from students in terms of overall satisfaction.

teachers on core courses. Undergraduate convener and year conveners will provide input to WLD to help address this issue. Student representatives need to be given support and development particularly about the use of the virtual SSLC. Responsiveness of staff teams is not fully perceived by students, for example, lack of awareness about the impact of student voice on processes, the providing of in course feedback and the availability of course information. This in particular is important given recent NSS results. Overall communication with students needs to be improved. Improvement here is not necessarily about quantity but is more about quality and appropriateness. More pragmatic approaches need to be used. Where possible, more honours electives should be capped to allow for benefiting from small-medium size classes. There is a need to fully utilise the virtual SSLC to receive 'live' feedback and to provide in-time responses.

Economics

Funding (travel/ lunch) for invited speakers and alumni from industry needs to be secured. Regarding study abroad, there are more incoming students compared to outgoing. Consideration to be given to allowing incoming students only for 1st semester: must be allowed to take courses which do not have degree exams in May. We need to promote study abroad more to our students.

**School of Education**

BACP

Admissions process should be open and there is a need for further publication of the online facility. Programme structure and course content needs to include more around pedagogy and there is a need for clear differentiation between courses. Self-study Guides to be matched to How Good Is Our Early Years Centre.

BACD

The Framework for Practice and Placement Courses needs updated.

MARPE

The range of templates for lesson planning needs to be improved.

CREDL

Continue to make connections with the RE syllabus from out with Scotland to reflect the current student population.

PDMEdCP

Contemporary Perspectives open to MSc students – some work will be required to ensure that course meets their needs. There is a need to increase recruitment to the PGD in line with the expansion of the workforce. Encourage EY teachers and DHT with EY responsibility to apply for programme.

PEDM will need to increase the scope to include non-empirical studies.

MEduc

Address work demand pressure points for staff teaching on school experience and marking assessments.

Increase student mobility figures to achieve college 20% aspiration Encourage staff attendance on development and review days.

Provide quality induction arrangements for new staff.

Provide quality induction arrangements for course leaders.

Marking support and or reduced scripts for new markers.

Consider quality assurance approaches to teaching and learning.

Plan for the opportunity for staff to attend LEADS inputs.

Develop a scholarship collaborative to support and engage team working within MEduc.

Look to increased student engagement.

Improve Evasys returns.

Continue to monitor for overlaps in course content.

Consider more opportunities for upper student year groups to share good practice and support earlier years (Years 1 & 2).

BTechEd

Assessment and feedback requires attention.

As noted by our external examiner and the course team, some courses on the programme are still over assessed despite streamlining in recent years.

<p><b>School of Interdisciplinary Studies</b></p> <p>The School’s pre honours programmes were noted for their strength in applied learning through fieldtrips and placements, the use of problem-solving approaches, group work and approaches that promote creativity. The use of associated practitioners to assist in knowledge exchange across education, environmental science and health and social policy was recognised as working well. Despite increased student numbers the quality of teaching, feedback turnaround times and the deployment of new assessment formats was noted as operating well. At honours level, placements and the experiences they provide along with opportunities for developing graduate attributes was recorded as a strong area of activity. Support for dissertation writing and levels of student attainment on graduation were noted as among many areas of achievement.</p> <p><b>School of Law</b></p> <p>The School noted the success of undergraduate teaching as recognised in the recent PSR. In addition, the School highlighted an outstanding record in promoting internationalisation through Study Abroad. Supporting student learning through the use of multiple teaching approaches (including the use of a simulated court environment, group work and problem-based learning) and the wide use of formative assessment was reported as working well.</p> <p><b>School Social &amp; Political Sciences</b></p>	<p>A recruitment drive for the new MDTechEd programme which will run next year, this will involve further partnership working with wider access department within UoG, School and Colleges.</p> <p>Further development work on courses for the MDTechEd, to ensure year 1 will be ready for new intake next academic year.</p> <p><b>School of Interdisciplinary Studies</b></p> <p>Development focus is required on enhancing various aspects of teaching.</p> <p>Ways to provide greater accessibility to the library and campus student services.</p> <p><b>School of Law</b></p> <p>The PSR revealed higher levels of dissatisfaction among 2-year accelerated LLB students. The Level 1/2 committee endorsed several proposals for the forthcoming (2019/20) year: introduction of sessions on commercial awareness; professional skills; and a masterclass. These proposals have now been implemented.</p> <p>Formative feedback [Level 4]. The School of Law has a policy of providing early formative feedback at level 4. This year the issue was the extent of feedback in a small number of courses, and not the timeliness of feedback. The relevant course convenors have been asked to engage with this issue.</p> <p><b>School Social &amp; Political Sciences</b></p>
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Form AM2 – College Annual Monitoring Summary - Review of Session 2018-19

<p>The School recorded high levels of satisfaction on internal surveys and multiple endorsements from external examiners. Many areas of strength and positive aspects of UG teaching and the support given to learning are recorded across the five subject areas of the School. CEES noted positive student feedback, and an appreciation of the enthusiasm of lecturers together with their subject knowledge and use of active learning. The development of the inter-disciplinary nature of courses was recognised as a success with a potential for further application. ESH recognised assessment and support for students as a major strength of provision. The methods course Researching Economic and Social History is working well. Students recognised the high quality of support received on the dissertation course. Politics noted the strength of their programme curriculum and the strong performance of lecturers and GTAs as reflected in course evaluations and student-staff meetings. The provision of additional support for essay writing and the introduction of essay feedback office hours for honours courses were noted as a success. The appointment of a student engagement intern and new activities including field trips were working well. Social and Public Policy recognised the strength of courses at all levels and noted the diverse student body including international students and students from other Colleges as an asset. Growth in student numbers, including Nankai University, was noted as a positive development. The introduction of more innovative teaching resources, for example, the learning technology app 'Class123' has been used to enhance student engagement and provided a vehicle for regular feedback is recorded as a success. Sociology noted the endorsement of external examiners who have commended the care and attention given to written feedback to students.</p>	<p>The School continues to work to improve the level of student satisfaction with feedback.</p> <p><b>CEES:</b> The School and the College are currently investigating the optional introduction of lecture capturing at a pre-honours level. Information for staff about the Disability Service and disability provision is required. A DS representative will give a presentation to staff during semester 1.</p> <p><b>ESH:</b> Pre-Honours level curriculum required review to remove overlap in thematic coverage of Level 1 and Level 2 curricula. There is scope for greater differentiation. A review of Level 1 content is underway and any necessary changes on PIP will be implemented for operation in 2020-21.</p> <p><b>Politics:</b> With the introduction of our new International Relations undergraduate degree there has been a significant reorganization. This will be closely monitored during implementation, especially as the subject offers IR to two levels simultaneously (making this the single largest course in the School). There is a need to re-examine the course content (particularly the IR course) to ensure that it is appropriate to the level of study and provides Politics and IR students with a sufficient grounding in both areas of the discipline. At Honours work will continue on the timeliness and quality of our coursework feedback which has improved over the last three years.</p> <p><b>SPP:</b> Work needs to continue to improve the timeliness of feedback given to students. SPP saw an 11% increase in this area in the NSS 2019, but this is slightly behind the university's KPI at 73% satisfaction currently. Understanding what "timely" feedback means to the students is a question to be addressed. The team agreed to review the design and provision of formative assessments and feedback, as we see merits in tying the formative assessments closer with the summative assessments.</p> <p><b>Sociology:</b> Our External Examiners have encouraged us to reflect on the processes for marking and moderating our concluding General Paper. Current practice will be reviewed at the first staff meeting of next year, and enhancements explored.</p>
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**Centre for Open Studies**

The Centre noted the quality of tutors and the teaching they provide as endorsed by students' feedback. Feedback from external examines confirmed the strength of assessment processes.

The provision of flexible learning opportunities was noted as a positive aspect of the learning opportunities provided by the Centre together with Student engagement. Overall student feedback was noted as a strength.

**Centre for Open Studies**

There is student demand for a greater number of Law courses to be made available / broadening the Law courses beyond criminal law. Developing the Law provision is a target in 2019-20, for implementation in AY 2020-21 (Law).

Access Courses: Subject Co-ordinators will liaise with Year One Co-Ordinators to make sure that content, teaching methods, and modes of assessment are in line with what students will experience when they progress to undergraduate study

A few tutors need to improve their use of Moodle to ensure that University minimum requirements at least are being met. Progress has been made and this momentum will be maintained in 2019-20 through the provision of a new induction for new and established tutors. Access tutors need development opportunities to ensure course Moodle pages support the student learning.

Students consider that criteria used in marking are not made clear (in advance) to them. Action to enhance this aspect and to assist students to understand the nature and use of criteria will be taken forward. The External Examiner for Access Sciences and Maths suggested that marking criteria could be clearer.

Wide evidence across students' assessed work of a lack of skill in referencing and bibliography. We plan to design a formative exercise, in which students practice their skills in referencing.

Access courses: The demands of the new assessment scheme (Access Arts & Social Sciences areas) will need to be monitored and evaluated over AY 2019-20. The quality of assessment feedback to students (student feedback via EvaSys) requires enhancement: the new feedback proforma needs to be embedded across all courses.

It was agreed that we would investigate methods of returning some generic feedback on exam performance to all students, and that exam papers should be marked up with meaningful comments from markers.

Counselling Skills course (COSCA) is working to offer all students feedback which highlights the strongest elements of their work and suggest future

	<p>improvements. There is a need to develop feedback language to ensure it is consistently mapped to the grade awarded.</p> <p>Feedback needs work on inconsistencies in the amount and how feedback is recorded. Grading structure to be reviewed: Pass, No Pass, Fail (Languages).</p> <p>More clarity needs to be developed on how the final grade in the examination is arrived at (Social Psychology).</p> <p>A broad review of Access assessment will take place in 2019-20. Cancellation of courses due to lack of student numbers has frustrated for some students. In the absence of Moodle for non-credit courses, some tutors need further support to provide summary handouts of class sessions.</p>
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Quality and suitability of teaching spaces, and timetabling

<b>What is working well?</b>	<b>What needs work?</b>
	<p>School of Law: Accommodation [Level 3 &amp; 4]. The most frequent problems reported were (1) the sometimes frequent changes of venue within a single course, and (2) venues being so far away they were difficult to reach in time. These problems are out with the control of the School of Law. (University)</p> <p>Open studies. The unit is facing ongoing issues around accommodation: room changes, quality/suitability of rooms. Increasing pressure on teaching accommodation has occasionally led to a waiting list to join courses (History &amp; Politics; not for credit courses). (University)</p> <p>SSPS: Maintenance of Tutorial Rooms: While many of the University’s tutorial rooms have been refurbished there was a general observation that this process should not only continue but be matched by an improved maintenance process to keep the rooms in usable condition. Timetabling: Students reported many issues and dissatisfaction with the rooms for their classes, especially with classes being scheduled in different rooms every week, which causes confusion and frustration among students as well as staff. At the start of the academic year, there were courses that had not been assigned a room by the timetabling team,</p>



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	<p>despite the room requests being sent in full without issues in April in the year prior. The University should implement better planning and putting more efforts to provide consistency in rooming of courses and the Timetabling team needs to address this issue more actively and effectively. (University)</p>
<p>Staffing levels (including administrative support)</p>	
<p><b>What is working well?</b></p>	<p><b>What needs work?</b></p>
	<p>School of Education, BTechEd: Further staffing recruitment (associate tutor) would significantly support staff specifically within graphics areas and as contingency plan for any staffing issues as before. (School)</p> <p>School of Interdisciplinary Studies: Actions to better deal with volatility in staffing levels caused by illness and vacancies. (School)</p> <p>SSPS. SPP: Increase in resources in admin staff is strongly needed in SPP. We are seeing the number of honours students doubling in number in 2019/20. The lack of resource has also dampened efforts to introduce innovative practice, such as introducing new dialogic feedback consistently across the programme, and increase chances of errors and delays in handling student issues. (School, College)</p> <p>ASBS. Work expected of our external examiners is too much and it is becoming increasingly difficult to find external examiners. (University)</p> <p>ASBS. Academic staff welfare should be given more importance. The happier work environment will be more productive. (University)</p> <p>ASBS. GTA recruitment is problematic. (University)</p> <p>SoIS. Staff recruitment and the HR process takes too long, leading to under-staffing and placing existing staff under unnecessary stress that ultimately affects the quality of the student experience. (University)</p>
<p>University facilities (including IT, conference and library facilities)</p>	
<p><b>What is working well?</b></p>	<p><b>What needs work?</b></p>
	<p>School of Education. Issues with Moodle performance at the start of the term. (University)</p> <p>SoIS. There are on-going concerns about the accessibility and quality of IT. (University)</p> <p>SoIS. Main problems for students and staff are at the University level – the low quality of resources at the</p>

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	Campus and the foreshortened academic semester. (University)
University systems (including MyCampus, Moodle, URKUND and EvaSys)	
<b>What is working well?</b>	<b>What needs work?</b>
	<p>SSPS. Politics: Reform of the Course Approval Process. Make the approval of new courses and major course changes less bureaucratic and burdensome to encourage innovation and to allow our curriculum to be more responsive. We would also suggest redefining what counts as a ‘major change’ so that small changes to ILOs and assessment regimes do not require approval. Allow new staff to propose new courses or change existing course when they start at the University even if this is after the deadline for proposals. This would ensure that we can make full use of the expertise and skills of new staff as soon as they are appointed. (University)</p> <p>SSPS. December exam diets: Requires staff to put together a full exam board process of marking exams, moderating exams, compiling complete course marks, having these sent out and reviewed by the external examiner, ensuring medical evidence is on hand for good cause claims, holding an exam board and following up as needed all within 5 weeks of the exam (<i>including the Christmas break</i>) to meet the registry deadline for uploading marks. All of this takes place at the same time that the large second term pre-honours courses are being launched. It would reduce undue stress and be of immense benefit to all if that date were put back by the registry by one week at minimum. (University).</p> <p>SSPS. NSS: As we reported last year, we have found it very difficult to access qualitative comments from the NSS survey. Given that these comments often contain the most useful suggestions and reflections from students, it would be very helpful if they could be routinely and systematically circulated to staff who are charged with oversight of particular degree programmes (University).</p> <p>SSPS. Course Approvals: As part of the more general review of the Course Approval process it was suggested that we should fully devolve course approvals and changes to the Schools to radically reduce the time required to make changes to courses to encourage innovation and allow our curriculum to be more responsive. (College, University)</p> <p>School of Education. PDMEd: EvaSys returns are very low for these surveys and do not reflect the high proportion and wide range of positive comments received through other modes of communication with students. Senate should review procedure for</p>

	<p>disseminating these results – they should come to line managers rather than admin support. Clarity needed on the procedure for this and how these results are shared within School / College / University especially considering GDPR surrounding information held on individuals. (University)</p> <p>School of Education. MEd: Room booking system which has to be completed in June and inevitably requires changing and or amending in August is problematic. This makes the cycle of forward planning and development difficult. Administrative staff put under excessive pressure during the 2 weeks leading up to students returning in August. (University)</p> <p>ASBS. Current room booking system makes it difficult to find suitable and consistent venues for classes. This also affects any initiatives to change course delivery, as we are advised that normally there is two years lead time before any changes can be supported in terms of room booking.</p> <p>ASBS. Dissertations - Requiring all students to do Dissertations is inefficient because most students would benefit by taking additional courses rather than attempting a dissertation. Many Universities have made Dissertations optional, which we should consider seriously. (University)</p> <p>ASBS. Since the issue of Ethics approval still exists, the same comment from last year is still relevant: The overly bureaucratic process of applying for ethical approval for student dissertations and projects. This is a significant inefficiency in terms of staff time and a misallocation of resources. The procedures are unnecessarily rigid, cumbersome, and undermine the student learning experience (through increased stress) when contrasted with processes in other parts of the University, and other comparable institutions. (College)</p> <p>SoIS. An idea of looking to better share good practice across the Schools within the College of Social Science was proposed – learning lessons from schools who achieve ‘best practice’ KPIs. (College)</p> <p>SoIS. There is a feeling that staff recruitment and the HR processes take too long, placing existing staff under unnecessary stress and affecting the quality of the student experience. (College and University)</p>
Marketing, recruitment and admissions	
<b>What is working well?</b>	<b>What needs work?</b>

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	<p>School of Education. MARPE – Work in developing Masters credit bearing course(s) available to MA4 students, in collaboration with colleagues from across the concurrent and other ITE programmes, including the MEd, had made significant progress toward the accreditation of the new 5-year Programme by the GTCS before the end of this calendar year. However, the head of School determined that the MA Programme should no longer continue, thus rendering any further development of the Programme null and void. Despite the universal support of the Programme from professional colleagues, school partners, current and former students of the Programme (a large folio of evidence is available to support this), and the External Examiner, the Programme was not allowed to recruit any students and will be “taught out” over the next three years. (College)</p> <p>Open Studies. Promotion of Short Courses and what we can offer is always vital – one student comment noted that (s)he was delighted to have ‘found’ Short Courses. Being on the University website is really valuable – any additional ways to promote what we do would be most welcome. (University)</p>
Other themes/issues	
<b>What is working well?</b>	<b>What needs work?</b>
	<p>Open Studies. We are very enthusiastic about increasing our online offerings (which can not only widen our target audience, but also take pressure off room bookings), but we have no technical support to help us develop these. Can we have access to support through an informal working relationship with the Colleges of Arts or Social Sciences? (College, University)</p>

<b>Good Practice</b>	
What practices are innovative? (Please include a named contact for each piece of innovative practice)	Where, if anywhere, would you disseminate this innovative practice?
<p><b>SPS</b>  <b>School:</b> Introduction of the student peer support programme.</p> <p><b>School:</b> All Subjects in the School are taking part in a pilot for online essay submission and marking.</p> <p><b>CEES:</b> Field-trip course. The stand-alone field-trip course will not be tried until February 2020, but it will rely on existing experience which shows that the course is pedagogically successful and it also contributes to the University’s 20/20 mobility agenda. (Zsuzsanna Varga).</p>	<p>In SPS and COSS</p> <p>SPS and COSS</p>

**ESH:** Audio-visual assisted learning (Jeff Meek) in Honours course, Sexualities and Social Control, using Box of Broadcasts/Learning on Screen archive.

**Politics:** Embedded employability into the pre-honours curriculum by inviting the College of Social Sciences Employability Officer to the first lecture of Politics 1A to discuss what career options are available to Politics graduates (Lundberg/Copsey). This is then further developed in Politics 1B with an additional lecture provided by the Careers Office Kollman/Sayers). Introduced formative quizzes on different areas of Political Thought to allow students to receive immediate feedback on their understanding of subject content (Wright). Introduced a 'Honours Fair' for level 2 student entering Junior Honours, where they had the opportunity to meet with staff and current Honours students. This was introduced to help students make informed study choices and to enhance student engagement. The fair was widely regarded as a success and will be repeated (Allison/Solomon).

**SPP:** Innovative practice this year has been to introduce blended learning into large pre-honours classes (SPP1A and SPP2A). Several lectures were specifically redesigned, i.e. distilled into a series of 6-10 minute sections of intensely focused material. These were pre-recorded using the method of 'talking head' videos interspersed with other visuals, which is asserted as being the most effective video method for student learning (Ozan and Ozarslan, 2016). Named contact: Susan Deeley

**SPP:** SPP has been developing and designing a new smartphone app, *UniCom*, to improve feedback in active learning contexts. The app is designed to improve timeliness, relevance, and frequency of feedback given to students in problem-based learning and more broadly in small to medium-group teaching, e.g. tutorials and seminars. (contact: Dr. Mark Wong/Dr. Tim Storer, School of Computing Science). In addition, many SPP courses are using Mentimeter as a digital platform to improve student engagement and using it for class quizzes, mind-mapping and word clouds, and gathering of student feedback in both large lectures and small group classes. (contact: Dr. Mark Wong/Dr. Sharon Greenwood)

**SPP:** SPP is also part of a university-wide project funded by Innovate UK to introduce virtual reality (VR) in teaching, particularly to visualise and explore data landscapes and analytics in an immersive VR environment, while also contributing to learning how students learn in VR. (contact: Dr. Mark Wong).

**Sociology:** Seen Exam Papers. This year, for the first time on our Honours programme, two courses were (part-) assessed through the use of a one question seen exam paper. The courses in question were *Sociology of the City*, convened by Alistair Fraser, and *Drugs and Culture*, convened by Lucy Pickering. In both cases, the lecturers concerned were very pleased with the way in which this assessment worked: on the one hand it provided an opportunity for students to demonstrate synoptic learning, allowing them to draw on their engagement with material from across the syllabus of the course whereas the related essay component of the assessment provided them with the opportunity to demonstrate 'deeper' more focussed learning in a specific area; on the other hand, it presented students with a task that required careful preparation in a time-limited manner and which therefore seems likely to be relevant to a range of working environments outside of university.

**Sociology:** Policy Briefing. A new course on our Honours programme this year – *The State, Institutions and Policy* – was (part-) assessed by asking students to draft a policy briefing on a specified topic. Again, this is part of a move, not only to diversify assessment practices across our programme, but to develop and include modes of assessment which provide experiences that students are likely to find useful in non-academic contexts of employment.

<p><b>Sociology:</b> Reflective Accounts. A further innovation in assessment this year was the introduction, on Fergus McNeill's new Honours course, <i>Pervasive Punishment</i>, of a Reflective Account. The course makes use of sociological fiction, photography and song in its exploration of supervisory forms of punishment. In the reflective account, students use these materials as stimuli for a reflective writing task in which they are asked to explore their own experiences of 'supervision' in any context. It thus seeks to 'bring to life' the course's core focus on the expansion and intensification of these forms of punishment, whilst also providing them with an opportunity to develop and apply their critical sociological / criminological imaginations. The assessment produced a really striking, interesting and often very original set of submissions and was clearly very popular with students.</p>	
<p><b>IDS</b></p> <p>Early feedback from students: A light-touch mechanism to gauge satisfaction of students approximately 4 weeks into a course, and thereby swiftly rectify any areas of concern. This was rolled out across the University of Edinburgh in 2016. AH did this for DUMF 1009 and DUMF 2037 this year. (<a href="mailto:Alistair.hunter@glasgow.ac.uk">Alistair.hunter@glasgow.ac.uk</a>)</p> <p>Highly interactive three-hour delivery – i.e. lectures and student participation are combined, and online assignments/preparation are mixed into classroom work. (SJ)</p> <p>JC provides informative and well-structured support both online and in F2F classes for dissertation preparation. This has had impact on quality of dissertations produced.</p> <p>Three-way partnership with academic staff, teaching fellows and local authority. This was commended at the reaccreditation meeting.</p> <p>On-going work with assessment – moderation workshops, use of rubrics, feedback comment banks.</p> <p>JL presented highly praised sessions on working with ASN pupils to D&amp;G teachers thereby promoting UoG world changing reputation.</p>	
<p><b>LAW</b></p> <p><u>European Human Rights Law</u> [Level 3]. Face-to-face feedback was very popular.</p> <p><u>Comparative Constitutional Law</u> [Level 4]. Seminars conducted with two members of staff, to provide contrasting perspectives.</p> <p><u>Politics of Labour Law</u> [Level 4] and <u>Law Justice &amp; Morality</u> [Level 4]. These two courses implemented a 'no laptops in seminars' policy. This was flagged by the level convenor as a policy to be considered. Many students felt it was beneficial to discussion; others thought it made note-taking more slow.</p>	<p>This practice works best with smaller class sizes. This has resource implications, as two staff members must attend.</p> <p>This is certainly a policy which will suit some convenors in certain seminars, but requires attention to disability issues.</p>
<p><b>EDUCATION</b></p> <p><b>BACP</b></p> <ul style="list-style-type: none"> <li>• <b>Student Voice</b> - valued by students and provides useful feedback.</li> <li>• <b>Self-study guides</b> – enhance blended learning enabling asynchronous learning to suit students differing circumstances.</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Assessment</b> – External Examiner highlighted quality of feedback including detail, links to Los and next steps and the range of assessments used.</li> <li>• <b>Markers' Packs</b> – to enhance the moderation process.</li> </ul> <p><b>BACD</b></p> <ul style="list-style-type: none"> <li>• <b>Study Trip Course</b> – enables the programme and school to develop international links and provides possibilities for student placements.</li> <li>• <b>Individual video presentation</b> – used in the Power and Empowerment course in second year. Allows students to develop presentation skills.</li> </ul> <p><b>PDMEdCP</b></p> <ul style="list-style-type: none"> <li>• <b>Feedback</b></li> <li>• <b>Range of Assessment</b></li> <li>• <b>Moodle</b></li> <li>• <b>Self Study Booklets</b></li> <li>• <b>Peer Assessment</b></li> <li>• <b>Standards for CP embedded in programme</b></li> <li>• <b>Organisation</b></li> <li>• <b>Student Support</b></li> </ul> <p><b>MEduc</b></p> <ul style="list-style-type: none"> <li>• <b>Moodle</b> – informative with clear signposting</li> <li>• <b>Handbooks</b> – all adhere to same template for student and staff benefit</li> <li>• <b>Attendance</b> – early intervention for attendance issues</li> <li>• <b>Online tasks</b> – interactive online tasks</li> <li>• <b>Electronic registers</b> – introduced to monitor student engagement and attendance</li> <li>• <b>Updated essay title</b> – resulting in thoughtful essays</li> <li>• <b>Student choice</b> – in writing assignments</li> <li>• <b>Flexibility</b> – for inputs and outside speaker engagements</li> <li>• <b>Key themes</b> – allows for visiting speakers</li> <li>• <b>Reaccreditation Model</b></li> </ul> <p><b>BTecEd</b></p> <ul style="list-style-type: none"> <li>• <b>The development of the Adaptive Subject Pedagogy Model</b></li> <li>• <b>Staff assessment workshops</b></li> <li>• <b>Student learning progression</b></li> </ul>	<p><i>School Website</i></p> <p>Across all initial teacher education courses.</p> <p>Any course would benefit from this type of staff development.</p> <p>Any course would benefit from this type of co-development from a student perspective.</p>
<p><b>ASBS</b></p> <p>Use of Dragon Den competitions in the Introduction to Marketing course</p> <p>Blended learning in the Foundations of Finance course</p>	

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<p>Virtual SSLC</p> <p>Skill development workshops – excel, econometrics packages (stata, eviews, R), Latex</p> <p>Short videos about courses (for 2019/20)</p> <p>Allocation of dissertation supervision, Dissertation event – students and staff to interact to think about possible topics prior to submitting the proposals - Economics</p> <p>Dissertation event and year 4 semester 2 induction event in AccFin</p> <p>Use of yacrs, Slido, Echoe360, Video pitching</p> <p>Uploading relevant videos</p> <p>Inviting practitioners/ alumni to classes</p> <p>Periodic quick feedback from students, Mid semester feedback, informal sslc</p> <p>Peer observation of teaching was implemented, which develops collegiality and sharing of good practice.</p> <p>E-portfolio replaced degree examination in The Accountancy Profession</p> <p>Zoom software used in Finance2</p> <p>Increased use of AROPA in courses</p> <p>careers conference for undergraduate students - Accfin</p>	<p>?</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>?</p> <p>?</p> <p>X</p> <p>X</p> <p>X</p>
<p><b>SHORT COURSES</b></p> <ul style="list-style-type: none"> <li>• Innovative formative and summative assessments (student lead presentations on a topic developed from a summative assessment; group analysis of art works in class; student lead discussions in art gallery) (Art &amp; Art History)</li> <li>• A new Certificate in History has been developed for 2019-20 which will offer students the opportunity to study for a qualification in history and support them to develop their own skills in research, analysis and academic writing (History).</li> <li>• A review of the history courses has led to the introduction of a greater variety of assessment instruments across the courses (History).</li> <li>• Moodle Quizzes make more interesting assessment exercises for students who engaged well with this format; front-end heavy in terms of development, but significantly reduces tutor marking time (Archaeology).</li> <li>• More use of Moodle and using different formats. This makes the content more accessible and keeps it contained in neatly set out tiles or collapsible links. Inclusion of various interesting content keeps students engaged with the topic, creates opportunities for class discussion and encourages students to become comfortable with Moodle and technology more widely as embedded into their learning experience.</li> <li>• Use of Moodle for written assessment submissions – due to the nature of the subject, Languages has been traditionally mainly paper based. However, some tutors have been exploring the use of Moodle to submit assessment (Languages) Access courses (Psychology; Economics): Generic exam performance feedback, available to both students and the External Examiners</li> <li>• Good use of support materials on Moodle e.g. provision (Access Maths)</li> <li>• Supportive nature of the feedback on Moodle of student exemplars, revision</li> </ul>	<p>Subject Co-ordinators and tutors, via the Academic Planning and Management Group (AP&amp;MG)</p> <p>September 2019 Languages tutor training and induction session</p>



<p>support, past papers and model answers (Access Sciences and Mathematics)</p> <ul style="list-style-type: none"> <li>• Addition of specified feedforward activities included as part of the feedback pro forma, highlighting additional support, for example LEADS writing courses (Psychology).</li> <li>• The range of teaching methods and resources used in some courses (for example Child Development, Social Psychology)</li> <li>• For moderation at the end of the year, and as a formal way of reviewing how a course has been received, we use a moderation proforma. It sets the tutor's original grades alongside the moderator's, with some additional comments reflecting any divergences in grading, that the External Examiner can use as a quick overview. It's working really well, and it serves as a reminder for processes like AMR what aspects of a course might need attention the following year. The External Examiner thought it provided a really useful paper-trail (not just for the current year, but for future iterations of the course) and liked the mentoring aspect evident in the advice given to tutors (Classical Studies &amp; Egyptology).</li> <li>• Student presentations drew particularly positive comments from the External Examiner and students engaged extremely well (Archaeology).</li> <li>• Course handbook template: Standardising content in course documents has helped to ensure that all courses contain minimum standards and provide appropriate information and timetables to enable students to effectively plan their work in advance (Archaeology).</li> </ul>	<p>Subject Co-ordinators and tutors, via the Academic Planning and Management Group (AP&amp;MG)</p> <p>All Archaeology tutors and Subject Co-ordinators</p>
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## Hot Topics

Do you have any comments on the following topics?

1. Have you introduced any changes in your approach to assessment and feedback? If so, why, and what benefits have you derived for students and staff from the changes you made?

### SPS

**CEES:** Second marking has been used for oral presentations when appropriate, and opportunities have been offered to students to get oral feedback.

**ESH:** Honours coursework and examinations – introduction in 2018-19 of moderation of first marking of coursework and exam scripts, in line with new University guidelines. Benefits to staff and students are mutual: greater confidence that provisional grades are a secure reflection of performance. External Examiner happy with arrangements but advises that clearer information be circulated to students, explaining why some of their work is moderated and some not.

### IDS

Two comments were cited within programme level AMRs:

- A few courses have introduced varied assessments such as MCQs, presentations and short answer tests. These are well received by students – further polling on student opinion will be carried out informally by course convenors.
- Assessment matrixes have been developed on most courses within the ESS programme. This allows the students to see what variables are marked and that some variables are weighted more heavily than others. The matrix approach allows the marker and the student to see how their grade is derived.

### EDUCATION

**BACP** – changes made to qualitative feedback given to students by staff. Students feel more valued and their metacognitive processes are developed. Weighting between different form of assessment have been adjusted to give a more accurate reflection of the capabilities of students.

**BACD** – intend to introduce additional features that are provided through Moodle.

**CREDL** – marking and feedback now provided on Moodle.

**MEduc** –

- No longer provided written feedback to students for formative tasks across the programme. This was to maintain parity of experience and to address issues with timeliness of feedback. Formative feedback remains an important part of assessment procedures but is essentially verbal feedback or whole class / group feedback by tutor.
- Assessments updated to adhere to parity in course credits / word counts / duration of exam
- Additional monthly meetings between year heads and course leaders to improve communication regarding course assessments
- PIP changes to allow for students to complete a practitioner enquiry and / or a desk based study
- Assessment schedule identifying hand in dates, release dates which adhere to college 15 day turnaround
- Knowledge exchange and development during the Learning and Teaching Committee on moderation practices and good cause procedures ongoing
- MEduc Hub shared for all course information and overview of assessments
- Additional interim report in Year 4 school Experience to pre-empt issues and aid communication between school and university. This supports assessment of students and allows for next steps to be given before final JAV
- New tracking system to monitor courses and students with high number of extension requests

**ASBS**

Overall we are trying to introduce more variety of assessment and feedback to allow more effective learning and more efficient operations for the staff. This is ongoing.

We plan to make wider use of Peer Assessment in our group assignments to encourage engagement and equal contribution as well as fair grading of individuals

- Clearer assessment criteria.
- Making it easier for academics to give feedback through AMS, dedicated time in class, office hours.
- We are trying different assessment approaches to develop skills as well as developing inner learning – dedicated to time to reflect on their exam preparation and performance.

**SHORT COURSES**

- New generic proformas have been introduced for the giving of feedback/feedforward to students on their assessments and these will continue to be rolled out across Short Courses. Tutors are being encouraged to adapt this to meet their assessment needs, and a specific feedback sheet will be developed for the Languages courses.
- With our new fully-online courses, we introduced a component of assessment that graded students' contributions to discussion forums (both for starting discussion threads and contributing to themes) (Classical Studies & Egyptology).
- The introduction of a new Certificate in Higher Education (History) included a review of assessment across the history courses, leading to the use of a greater range of assessment instruments to test students' knowledge and skills.
- Use of Moodle quizzes: This works extremely well, allows students to undertake the tests at their leisure and provides a more rounded measurement of deeper learning. This has reduced times tutors spend marking. The Subject Co-ordinator has encouraged archaeology tutors to develop innovative approaches to assessment going forward (Archaeology).

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- The External Examiner for Psychology has suggested that the moderation records (which they described as exemplary) might be shared with students, given the time and effort taken to provide it or, alternatively, shared with the next cohort of incoming students as generic feedforward. This is an idea to be explored in 2019-20, as part of innovative good practice (Psychology).
- We have introduced a new assessment feedback/feedforward proforma, which introduces a minimum set of expectations for the provision of feedback and feedforward. This was well- received by most tutors and we are starting to see the benefits to the students. The form provides a strong focus on comment to help all students, even those who have achieved an excellent grade, to improve in the future. The new assessment feedback form has worked best in the cognate subjects in Arts & Social Sciences; and for Sciences and Maths courses, the forms requires further adjustment.
- The formative and summative assessment requirements of the Access courses have been reviewed and revised, to reduce the assessment burden on students, and help promote more consistency and parity between Access courses.

2. Are you considering increased use of technology to enhance learning and teaching and, if so, what support and guidance would you need to achieve your aims?

### SPS

**School:** All Subjects in the School are participating in a pilot of online submission and marking.

**ESH:** Yes. Within selected Honours courses there is the possibility of using the Echo360 Active Learning Platform. One obstacle is that only selected teaching spaces are configured to host this.

**Politics:** In some of our Honours modules conveners are introducing increased use of technology. Peer-to-peer assessment and feedback systems are being used (Ghergina). One course has experimented with the assignment and use of podcasts to engage students in more sources of information and helping to inform discussion (Carman). In pre-Honours we've piloted the use of in-class participation through electronic quizzes (using Kahoot).

**SPP:** SPP has been using a smartphone app, Class123, and led in designing a new app, *UniCom*, to improve the provision of feedback in active learning/problem-based learning contexts. Use of smartphone apps, as supported by existing scholarship in HE, improves the effectiveness of feedback in terms of its timeliness, relevance, and frequency. Through a scholarship evaluation study conducted in SPP, it has also been found that students find the use of smartphone apps improved their experiences of receiving feedback from lecturers.

**Sociology:** In the forthcoming session we are introducing a new Honours level course entitled *Digital Society: Internet, Inequality and Culture*, which is part of a broader development of teaching focussed on the effects of digital technologies on our lives and selves. In common with our proposed new PGT programme in this area, the new Honours course will combine engagement with theoretical material which helps us make critical sense of these developments, with a 'hands-on' approach to digital technologies and data-sources. Students will thus be encouraged to develop both their digital literacy, but also – and simultaneously – to think in critical, historically aware ways about the implications of these technologies and the role they play in the reproduction of social inequalities.

**IDS**

These comments were cited within programme and course level AMRs:

- We have been in touch with LEADS to help support larger class sizes and introducing innovative ways of teaching and assessing students.
- For DUMF4040, just a third of the time was devoted to external interventions via Skype from experts globally. This was welcomed by a large majority of students, but we need better IT infrastructure to improve quality of the experience.
- DUMF1008 – Introduction of Podcast interviews with environmental scientists working in linked topics to be made available on Moodle. Introduction marine spatial planning game activity developed to support international transboundary marine planning linked to lectures on biodiversity loss and food (training session undertaken with Solway Firth Partnership) – access to computer rooms will be required.

One of the themes of this course has been analysing the often illusory advantages of technological solutions to human problems. I am not a supporter of TELT in general, and have adopted only those technologies that have been adequately tested and accepted by students (e.g. PowerPoint, and Moodle for access to digital copies of readings, instructions, exercises and online discussions). As a guide for School, College and University colleagues, I would suggest that the adoption of new TELT initiatives is seldom well executed: the existing and proposed sociotechnical system is not carefully considered, and the necessary technical support, user training and educational philosophy behind the innovation tend to be under-planned and communicated.

**LAW**

The former QA officer [Prof E Metzger] is trialing electronic documents and handouts, distributed in ePub format. This is in reply to student complaints that conventional documents (Word, PDF) are difficult to read on phones, tablets, etc. Prof Metzger has informed the VP for Teaching and Learning about this, and hopes to report on the trial in due course.

**ASBS**

There is interest in the school level to use blended learning for some of the courses. ‘Management’ has expressed interest to engage in this where and as appropriate.

Although not directly relevant, still linked in terms of effect: Management is now joining other subjects in providing introductory video/audio files for elective courses.

Yes – we are about to introduce an e-platform for our core courses in microeconomics.

We have struggled because the School does not have a learning technologist. **I really do hope this plea is heard and something is done about it.**

**EDUCATION**

**BACP** – considering moving some courses from a blended approach to entirely online to suit student needs.

**MEduc** - marking is done electronically and feedback provided online. Attendance recorded and monitored on Moodle and new online Moodle MEduc Hub site introduced.

**ASBS**

There is interest in the school level to use blended learning for some of the courses. ‘Management’ has expressed interest to engage in this where and as appropriate.

Although not directly relevant, still linked in terms of effect: Management is now joining other subjects in providing introductory video/audio files for elective courses.

Yes – we are about to introduce an e-platform for our core courses in microeconomics.

We have struggled because the School does not have a learning technologist. **I really do hope this plea is heard and something is done about it.**

**SHORT COURSES**

- The Academic Planning and Management Group (APMG) are taking forward plans in 2019-20 to develop more online delivery of courses and also blended learning in existing courses. There is a potential to extend the Access courses portfolio by nominating one of our heavily-subscribed Access courses to become a test case for online study.
- We have no technical support at present to help us achieve that goal (particularly in terms of making online materials, like lecture scripts, as accessible as they should be), so we would benefit from access to IT and learning technology support, to help us to improve the development of blended and online learning tools and materials.
- Training is being sought for use of smart boards in Language classes, although not all accommodation has this type of technology support.
- As the University is reintroducing Turnitin, it would be very useful to invest in the Turnitin Grading Studio, or greater and more consistent use of online submission, marking and feedback. A short training session would be needed for those tutors not used to the software (Languages).

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

**SPS**

**School:** It is our collective view that the work of MPA colleagues is under-recognised and under-rewarded by the institution. In particular, we would urge that measures be introduced which allow MPA colleagues to seek and secure promotion to higher grades on a more regular and systematic basis, as is the expectation for colleagues in the R+T 'job family'.

**IDS**

Two comments were cited within programme level AMRs:

- This year, we would like to revise the ILOs and aims of several MAPE courses to ensure we are helping students develop relevant and up to date knowledge, skills and understanding. We will rearrange content of MAPE courses to introduce academic reading and writing earlier in the MAPE programme; to enable students to see the relevancy of the content they learn to their future careers as teachers; to enable the development of enquiry-based and reflective practitioners; and to help develop confidence in students in preparation for their school placements .
- DUMF1008 – GTA's unavailable due to changes in PhD student availability, additional seminar sessions to be run on a separate day if timetabling permits

**EDUCATION**

**CREDL** – excellent feedback from the external examiner regarding the quality of the course and its delivery.

**MARPE** – the PL wishes it to be noted that they believe the discontinuation of the MA Programme is misguided as it is an important Programme in the current educational landscape of RE and necessary in preparing well-equipped teachers for the RE classroom at a time when the subject can be marginalised.

**MEduc** –

- The additional hour for teaching preparation has been very well received.
- Year heads and course leader remits to be created.
- Discussions re staff only having 2 sets of marking at one given time and not 3
- Bottle necks still exist in terms of teaching and marking. On the MEduc, teaching starts earlier than the rest of the university and teaching staff are unlikely to be able to take any annual leave from August to December. This is not good for staff wellbeing
- Greater shadowing and peer opportunities for staff would be beneficial
- Reaccreditation of MEduc provides and excellent opportunity for staff collaboration and an ability to address challenges within the course structure and content to appeal to all stakeholders

**ASBS**

When we discuss student welfare and NSS, several colleagues do not seem to be that happy. We should do more to promote staff welfare.

Dedicated administrators are paramount for the smooth running of our programmes. I hope the Transformation projects do not centralise administrators so that Subject academics lose even more control over the running of their courses.

Academic members of Staff have observed that the allocation of marking to tutors does not always work as planned. This is due to the fact that tutors with tier 4 visa are limited in working hours. This needs to be taken into consideration when assigning marking responsibilities.

**SHORT COURSES**

None

**Additional matters**

Please highlight any additional matters that you wish to raise from this year's Annual Monitoring cycle