UNIVERSITY OF GLASGOW

Academic Standards Committee

A meeting of the **Academic Standards Committee** will be held on **Friday 1 October 2021** at **9.30 am** via Zoom.

Mrs R Cole
Clerk to Committee
ruth.cole@glasgow.ac.uk

AGENDA

Only items listed under Sections A and B will be discussed. At the beginning of the meeting members will be given the opportunity to request that any items listed under Section C be included in the Committee's discussion.

1.   Minutes of the Meeting held on Friday 21 May 2021   ASC 21/01

2.   Matters Arising

2.1   Responses to Issues Raised in the Undergraduate and Postgraduate College   ASC 21/02
Annual Monitoring Summaries 2019-20 (ASC/2020/54.1)

3.   Convener's Business

Section A: Items for Discussion

4.   Periodic Subject Review – Responses to Recommendations

4.1   Economic & Social History   ASC 21/03

5.   Course and Programme Approval

5.1   Report on Programme Approval 2020-21   ASC 21/04

5.2   Update on Course and Programme Approval Arrangements   ASC 21/05

6.   Annual Report to the SFC: Institutional Report on Quality Assurance   ASC 21/06
and Enhancement 2020-21

Section B: Items for Formal Approval

7.   Item Referred from Scotland's Rural College

7.1   New Programme Proposal: MRes Zoonoses and Epidemiology of Animal   ASC 21/07
Infectious Diseases

8.   Remit, Composition and Membership 2021-22

8.1   Remit and Composition   ASC 21/08

Section C: Items for Noting or Information

11.   Any Other Business

12.   Date of Next Meeting

The next meeting of the Academic Standards Committee will be held on **Friday 26 November 2021** at **9.30am** via Zoom.

University of Glasgow

Academic Standards Committee

Minute of Meeting held on Friday 21 May 2021 at 9:30 AM via Zoom

Present:

Professor Marc Alexander, Dr Donald Ballance, Ms Jane Broad, Mr Chris Buckland (vice Mr David Bennion), Ms Helen Butcher, Dr Robert Doherty, Professor Neil Evans (Convener), Dr Angus Ferguson, Ms Ann Gow, Professor Joe Gray, Dr Louise Harris, Mr Grigoris Kokkinidis, Dr Eamon McCarthy, Professor Niall MacFarlane, Professor Anna Morgan-Thomas, Professor Jill Morrison, Ms Anna Phelan, Dr Helen Purchase, Dr Scott Ramsay, Mr Niall Rogerson.

In Attendance:

Ms Ruth Cole

Apologies:

Professor Jim Anderson, Professor Moira Fischbacher-Smith, Professor Douglas MacGregor, Dr Margaret Martin.

ASC/2020/51 Minutes of the Meeting held on Friday 19 March 2021

The minutes were approved.

ASC/2020/52 Matters Arising

ASC/2020/52.1 The Glasgow School of Art: Report from the Periodic Review of the School of Simulation & Visualisation; Re-validation of the MSc Medical Visualisation & Human Anatomy (ASC/2020/41.4)

As requested by ASC at the January 2021 meeting, a short note describing the scrutiny process that was followed in relation to revalidation of the joint programme had now been added to the Periodic Review report. Out of committee, confirmation had been given of revalidation by the University.

ASC/2020/53 Convener's Business

The Convener advised that revised regulations governing borderline decisions in the award of honours and PGT classifications would be included in the University Regulations for 2021-22. Academic Regulations Sub-Committee was due to meet in June to take forward review of the regulations and guidance on Good Cause and Incomplete Assessment. The Inclusive Online Assessment Working Group was now meeting on a weekly basis and would be making preliminary recommendations to EdPSC in June regarding timed exams in 2021-22.

ASC/2020/54 Annual Monitoring

ASC/2020/54.1 Responses to Issues Raised in the Undergraduate and Postgraduate College Annual Monitoring Summaries 2019-20

ASC received collated responses to issues raised in the College Annual Monitoring Summaries. These were university-wide matters for which Senate Office had sought responses from the relevant services. The main areas covered were IT/remote delivery, staffing/workloads, University policy, suitability and quality of teaching spaces, University systems, staff and student mental health, University communication. A response on the latter was still awaited.

Members raised the following points:

- IT support for students: the response covered the provision of laptops and helpdesk support but the issue of poor connectivity was not mentioned. There was anecdotal evidence that poor connectivity had been an issue for students particularly during the early stages of the pandemic when teaching and assessment were moved online. Since then there had been a number of measures put in place (e.g. additional hardship payments, study spaces being made available on campus). It was noted that very few issues relating to poor connectivity were being reported during the current exam diet.
- University policy: in the Senate Office response concerning course changes made in response to the pandemic, there was reference to the future streamlining of the approval process in PIP where temporary changes were made permanent, and the timeline for this was queried. Ms Butcher advised that a meeting was due to take place in early June to initiate the review of this.
- Management of the future of online assessment: members noted the reference to 'standardisation of 24-hour online exams where possible across the University'. There was considerable disquiet in some areas of the University about this particularly in relation to the potential for academic misconduct and it was important that the 'where possible' was fully articulated. Ms Butcher (clerk to the Inclusive Online Assessment Working Group) advised that all Colleges were represented on the working group as the issues were relevant to a range of disciplines. There was a recognition that 24-hour exams had proved to be very successful in some areas but may not be appropriate for all.
- Evasys: The response concerned communications with the ASBS to promote better return rates. However it was felt that it would be timely to undertake a more general review of ways of encouraging greater participation across the University. This might involve one or two meetings of the original working group to take an overview of response rates and ways of promoting greater engagement (timing and communications around how the feedback was used/actions taken, and it was noted that the revised School Quality Officer role should assist with the latter). Another issue that had been highlighted was the inclusion of inappropriate personal comments in some responses, and while further direction around this could be included in the evaluation documentation, it was agreed that valuable assistance with this could be harnessed through the SRC student rep training. These matters would be communicated back to Dr Lowdon in the Senate Office.

Action: Senate Office

Members raised a more general issue about the tone of some of the responses. A great deal of work was involved in collating the Annual Monitoring Reports in the Schools and Colleges and some of the responses came across as dismissive, defensive and impersonal, rather than indicating an appreciation of the impact of the difficulties experienced by staff in academic areas. The impact of such responses was unfortunate as it had been such a challenging year with excessive workloads, and this contributed to an impression for some staff that their concerns, views and wellbeing were not prioritised. Members agreed that some thought should be given to the way that responses were requested, with a view to ensuring considered responses and achieving an overall process that worked towards enhancement and was as constructive as possible.

Action: Senate Office

ASC/2020/55 Annual Report on Postgraduate External Examiners' Reports Session 2019-20

ASC received the annual report on postgraduate External Examiners' Reports for session 2019-20. This included a summary of concerns raised and highlighted areas of good practice identified in reports. The level of reports received was broadly in line with previous years.

There were 11 reports (5% of the total) where concerns had been raised that required School responses. Of these, seven responses had been received and forwarded to the external examiner and the outstanding responses were being followed up.

It was noted that reports were categorised from A – D depending on the level of any concerns highlighted. The distinction between category B and C was queried.

[Clerk's post-meeting note. Reports are classified:

A/Aspcl Very Satisfactory

B/Bspcl Satisfactory

C/Cspcl Satisfactory but some general comments made will prove helpful to course development

D Concerns have been raised that require attention.

Senate Office has clarified that the distinction is a matter of judgment. Under 'B' some minor issues may have been raised and the School would be expected to note these. Under 'C' the issues are more significant though again no response is required. If an issue that has previously been noted under classification 'C' is raised in the following year, the report would be classified as 'D' and a response will be requested by the Senate Office.]

The main issues raised by external examiners concerned assessment and feedback (inconsistent feedback, need for diversification of assessment), and marking and marking schemes (marking criteria, inconsistent marking, moderation issues, over-generous marking). Other comments covered staffing, course content and procedural matters.

Areas of good practice that had been highlighted in reports included quality of feedback, diversity of assessment, administration and response to the Covid-19 pandemic.

ASC/2020/56 Periodic Subject Review

ASC/2020/56.1 Responses to Recommendations

ASC/2020/56.1.1 Sociology

ASC received the responses from Sociology to the 16 recommendations made at the PSR which took place on 17 February 2020. Dr Harris and Professor Gray had reviewed the responses and found them to be broadly appropriate demonstrating that clear steps had been taken to address the issues identified. No major concerns were raised. It was noted that recommendation13, which concerned strategies for increasing EvaSys response rates, did not actually report whether response rates had shown any improvement. However, online course evaluations were embedded within courses and the comments would be fed into the broader review of EvaSys referred to above (ASC/2020/54.1). Otherwise, no further follow-up was required.

It was noted that some of the recommendations had been directed to more than one person but it was unclear who had provided the response. It would be helpful if this could be made clear.

ASC/2020/56.1.2 Theology & Religious Studies

ASC received the responses from Theology and Religious Studies to the seven recommendations made at the PSR which took place on 17 February 2020. Dr Doherty had reviewed the responses and reported them to be very comprehensive. It was agreed that no further follow-up was required.

ASC/2020/56.2 Update Reports

ASC/2020/56.2.1 Undergraduate Medical School

ASC received updated responses on six recommendations that had previously been considered at the committee's meeting held in October 2020. It was clear that the UG Medical School had faced particularly challenging circumstances in recent times and the updated responses provided sufficient information on actions taken, with no further updates required.

ASC/2020/57 Items Referred from The Glasgow School of Art

ASC/2020/57.1 Report of the Meeting of the Joint Liaison Committee of the University of Glasgow and The Glasgow School of Art held on 8 April 2021

ASC received the report of the meeting of the Joint Liaison Committee held on 8 April 2021. The remit, composition and membership of the Joint Liaison Committee for 2021-22 were approved.

ASC considered the GSA Code of Assessment – Exceptional Circumstances Addendum, noting that it set out the processes and mechanisms to be applied in the light of unforeseen and/or exceptional events outside GSA's control that significantly impacted teaching, learning and assessment activity and normal access to GSA facilities (physical and digital). The Addendum had been the subject of discussions between GSA and the University. The Addendum was geared to addressing exceptional circumstances, which might cover a wide range of possibilities, but there were circumstances that were extremely challenging to manage such as access to studio and materials required by PGT students for their final projects, and such an Addendum could not cover all such eventualities. Members queried use of the term 'collective good cause', suggesting that a better terminology could be found given that the GSA Code of Assessment was based on the University's own Code, and 'collective' claims did not fit within that framework. A reference to actions such as deferred deadlines for a whole class would be more appropriate. It was agreed that, in follow up to previous dialogue between GSA and the University, this point should be relayed. Subject to this, ASC endorsed the Addendum.

Action: Academic Collaborations Office

ASC/2020/57.2 Additional Information Relating to Programme Proposals from The Glasgow School of Art considered at March 2021 Meeting of ASC

At the March 2021 meeting, ASC gave in-principle approval to various proposals received from The Glasgow School of Art, noting that clarification on some issues was required. ASC noted that the following additional information had been provided:

New Programme Proposal: BDes/MDes Design for Health & Well-Being (UG)

GSA had confirmed that the integrated masters degree title would be MDes Design for Health & Well-Being. This would be forwarded to EdPSC for approval as the first integrated masters (UG) MDes degree to be introduced.

For the following two new programme proposals, clarification had been provided on the exit degrees to be available. The full list of awards was as follows:

MDes Design Innovation & Circular Economy (PGT)

PG Cert Design Innovation
PG Dip Design Innovation & Circular Economy
MDes Design Innovation & Circular Economy

MDes Design Innovation & Future Heritage (PGT)

PG Cert Design Innovation

PG Dip Design Innovation & Future Heritage
MDes Design Innovation & Future Heritage

Proposed Programme Amendment BDes/MEDes Product Design (UG)

Students on the five-year MEDes stream complete two one-year placements at European partner institutions (Years 3 and 4 of the programme). The programme documentation indicated that an unclassified Honours degree would be awarded where a student exited after four years rather than returning to GSA for the fifth year. Discussions were on-going with GSA on this matter as the University Regulations did not provide for the award of an unclassified degree in such circumstances.

ASC/2020/57.3 Report of the Periodic Review of The Mackintosh School of Architecture held on 11-12 February 2021

ASC received the report from the Periodic Review of the Mackintosh School of Architecture held in February 2021.

ASC noted the report, which included four recommendations and four commendations and noted GSA's revalidation, for a period of six years from September 2021, of the following programmes:

Bachelor of Architecture with Honours
Diploma in Architecture
Master of Architecture by Conversion
Master of Architectural Studies

It was noted that Recommendation 3 concerned reviewing and strengthening support and preparation for the Professional Practice Year Out on the Bachelor of Architecture. Paragraph 5.12 of the report included the statement that many students were unable to find employment for this part of the programme. ASC considered it important that this should be looked at as part of Recommendation 3 and it was not clear whether 'preparation' for the year included this issue. This comment would be relayed to GSA.

Action: Academic Collaborations Office

ASC/2020/58 Item Referred from Scotland's Rural College

ASC/2020/58.1 Report of the Meeting of the University of Glasgow and Scotland's Rural College Joint Liaison Committee held on 10 December 2020

ASC received the report of the meeting of the Joint Liaison Committee held on 10 December 2020. The remit and membership of the Joint Liaison Committee for 2020-21 and the appointment of SRUC staff members as Associate University Lecturers as listed were approved.

The remainder of the report was noted.

ASC/2020/59 Dates for Next Session

The following dates for meetings in 2021-22 were noted:

Friday 1 October 2021
Friday 26 November 2021
Friday 28 January 2022
Friday 25 March 2022
Friday 27 May 2022

The meetings taking place in semester 1 would be conducted remotely via zoom.

Members agreed that there were practical advantages to holding meetings in this way but in the future a mix of having some meetings in person and some held remotely might be considered.

ASC/2020/60 Date of Next Meeting

The next meeting of the Academic Standards Committee will be held on **Friday 1 October 2021** at **9.30am** via zoom.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Responses to Issues Raised in the Undergraduate and Postgraduate College Annual Monitoring Summaries 2019-20 (ASC/2020/54.1)

Ms Lesley Fielding, Senate Office

Brief Description of the Paper

Following consideration of the College Annual Monitoring Summaries, ASC confirmed and identified themes that they wished to be raised at University level. The Senate Office then contacted relevant services to seek updates and responses to these University-wide matters. The responses received were submitted to the ASC meeting on 21 May 2021 with the exception of the response to issues related to University Communications. This has now been received and are detailed below.

University Communication – Response from Mr Jonathan Jones, Director, Admissions, Access and UK/EU Recruitment, External Relations

"In particular, information on what we can and can't offer students on-campus is essential for recruitment activities (Schools of GES, Computing Science).

Response: The University publishes updates whenever there's a change to the latest L&T / on-campus activity position, to both existing and potential new students. These are shared in advance with the Recruitment & Conversion Working Group where all Colleges have representation, via their Recruitment Marketing & Conversion Managers**.**

"Improved communication to PGT students regarding admissions matters (deferrals, deposits etc.), so that they are not sent directly to academic staff "(Schools of Psychology and Computing Science)

Response: The Admissions Enquiry Team, Admissions and Recruitment Officers deal with all enquiries regarding status of offers, deposits, entry requirements, outstanding documents, etc. This includes proactive updates as well as responding to queries. However, we do know applicants and offer holders often email multiple contacts across the institution with the same or similar queries, so expect that's the reason for this issue. The only time Admissions & Recruitment direct these queries to a School or College is when they're specific L&T or programme queries that we cannot answer.

PGT Marketing: It is important to note that conversion activities (e.g. recording promotional videos, tending to applicants' requests) usually take place at pressure points in the academic year, so more notice is needed for such requests (e.g. more than 10 working days)." (College of Arts).

Response: Recruitment events and conversion activities have, for obvious reasons, gone through a lot of change over the last 18 months. We recognise that this has meant that staff across Schools, Colleges and Services have sometimes had to respond to short deadlines and new ways of working at busy times of the year. We are actively working to improve this activity over the months ahead and hope to minimise these issues as a result.

Action Requested

Following its consideration of the responses to issues raised in the College Annual Monitoring Summaries, ASC is asked to confirm that they are satisfied with the responses provided and identify any areas that require to be followed up.

Recommended Person/s responsible for taking the action(s) forward

Senate Office to seek additional responses, if required.

Resource Implications (where appropriate)

As appropriate.

Timescale for Implementation (where appropriate)

As appropriate.

Equality Implications (where appropriate)

As identified in the report.

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Periodic Subject Review: Responses to the Recommendations Arising from the Review of Economic & Social History held on 6 March 2020

Cover Sheet

Mr Robbie Mulholland, Clerk to the Review Panel

Brief Description of the Paper

At its meeting on 2 October 2020, Academic Standards Committee received and approved, the Report of the Periodic Subject Review of Economic & Social History and associated recommendations. The recommendations contained within the report were approved for onward transmission to those identified for action. This report details the responses and the progress made to date in implementing the recommendations.

The Convener of the Panel has reviewed the responses and considers that the College, School and Subject area have clearly taken the recommendations seriously. ASC may wish to request a further update on recommendation 2 as there will be further consideration of the approach they are taking in November this year.

Action Requested

Academic Standards Committee is asked to consider the adequacy of the responses and the progress made.

Recommended Person/s responsible for taking action(s) forward

As identified in the report.

Resource implications

As outlined in the paper.

Timescale for Implementation

As outlined in the paper.

Equality implications

As identified.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Periodic Subject Review: Responses to the Recommendations Arising from the Review of Economic & Social History held on 6 March 2020

Mr Robbie Mulholland, Clerk to the Review Panel

The following recommendations have been made to support Economic & Social History in its reflection and to enhance provision in relation to teaching, learning and assessment. The recommendations have been cross-referenced to the paragraphs in the text of the report to which they refer and are **grouped together** by the areas for improvement/enhancement and are **ranked in order of priority within each section.**

Recommendation 1

Adviser of Study

The students and staff the Panel met with expressed uncertainty regarding the responsibilities attached to the role of Adviser of Study. The Review Panel **recommends** that the Head of the School of Social & Political Sciences considers what additional steps could be taken to establish greater clarity around the responsibilities of the role for both staff and students. **[Paragraph 3.3.3]**

[For the attention of: Head of the School of Social & Political Sciences]

Joint response:

During AY 20/21 a Professional Services "Advising" review was undertaken, under the College Learning & Teaching Framework, as a means of underpinning the Adviser of Studies role. The Review highlighted inconsistencies in the student experience of across the College and data gaps which prevented detailed analysis of the scale or trends in student demand. In response, the College, as part of broader University initiative, established a new professional services team of 10 FTE including 6 FTE Student Support Officers (4 FTE new posts) during September 2021. Communication to staff and students regarding remit of team and how to access support will be disseminated during semester 1. Advisers of Studies will receive regular updates, initially via Chief Advisers who are providing input to design of new service which is envisaged as an initial point of contact for students of all levels across the College.

Recommendation 2

Communications

The Review Panel **recommends** that Economic & Social History undertakes a review of communications within the Subject Area with a view to improving the efficiency and effectiveness of information sharing between:

1. Individual members of staff in the Subject Area; and
2. Members of staff in the Subject Area and students.

> As part of this review, the Subject Area should consult with student stakeholder groups to gain a better understanding of their experience of current communications and to identify specific opportunities for improvement. **[Paragraph 3.3.4]**
>
> **[For the attention of: Head of Subject]**

Response:

Communications amongst staff in ESH were updated with the use of Microsoft Teams organised in relevant channels. There has also been an increased use of Teams for information sharing at School Level amongst staff, including use of Teams for documents relating to School Meetings, Staff Induction and Information, and Support for Line Managers.

For student-facing communications, Moodle remained the main forum for announcements and student discussion forums, as student feedback suggested that multiple platforms were not helpful. Given the pandemic situation in 2020-21, students were more immediately concerned in SSLC meetings with issues around online engagement, particularly in break-out rooms in class, and the need for more informal spaces for interaction outside class. Staff ran drop-in sessions for students to attend informally and ask questions as well as scheduling additional OnlineLive meetings within courses for students to interact with peers and ask questions. Students were also encouraged and supported to revive the Economic & Social History Student Society.

Further review of communications and consultation with students will be undertaken at the Staff-Student Liaison Committee in November 2021 as students shift back to on campus learning.

> **Recommendation 3**
>
> *Examination Feedback*
>
> The Review Panel **recommends** that Economic and Social History reviews its practice in relation to providing feedback on examinations, in line with University policy, and encourages staff to provide generic and, where appropriate, individual feedback on exam performance. **[Paragraph 4.2.3]**
>
> **[For the attention of: Head of Subject]**

Response:

At present, individual exam grades and feedback are available to students on request. The subject area anticipates that exam grades will be available to all students with the roll-out of the Grade Capture Aggregation Tool this coming academic year. As teaching begins for AY 2021-22, all staff in the subject will be asked to review the University's Policy on Feedback for Summative Examinations, and the Head of Subject will ask the L&T lead, and convenors of the pre-Honours programmes, to create procedures which build on existing good practice in marking and are in line with guidance from LEADS to ensure consistency in generic feedback. For example, we use clear and consistent rubrics for markers in the team-taught pre-Honours courses, which are also available to the external examiner. This practice can be extended across the programme and could form the basis of generic feedback to students with reflections on how the cohort of candidates achieved this.

Recommendation 4

College/School Workload Model

The Review Panel **recommends** that the School of Social & Political Sciences working with the College of Social Sciences, reviews the application of the College/School Workload Model with a view to delivering a meaningful and transparent mechanism for allocating and distributing academic staff workload in the Subject Area, that is understood by staff. [**Paragraph 4.3.1**]

[For the attention of: Head of School of Social & Political Sciences]
[For information: Head of Subject; Head of the College of Social Sciences;
Senior Vice-Principal]

Response: Head of School/Subject

Workload planning has been improved through the use of a transparent model for allocating workload which is used across the School in one-to-one discussions with all academic staff involved in teaching with their head of subject. The School has also established a Review Group with representatives from each subject to further improve this process which will report in spring 2022.

Response: Head of College

As the Head of School's response clarifies, workload planning within the School has been improved with greater transparency in allocating workload across all subject areas within the School. Issues around workload modelling in SSPS and other Schools were raised early in my tenure as Head of College, and the Head of School has worked to ensure greater equality and transparency in workload allocation. To ensure consistency in workload allocations across the College, the five Heads of School meet regularly to compare allocations and remove or reduce inconsistencies. This activity is tracked through the CMG action log and reported at monthly CMG meetings.

Staffing

Recommendation 5

Administrative Support

The Review Panel **recommends** that the School of Social & Political Sciences/College of Social Sciences as appropriate, reviews the effectiveness of the current administrative support arrangements in the Subject Area in light of the recent high turn-over of administrative staff in the Subject Area and to ensure that the level and quality of support continues to be fit for purpose. [**Paragraph 4.3.2**]

[For the attention of: Head of the School of Social & Political Sciences; Head of
the College of Social Sciences]
[For information: Head of Subject]

Response: Head of School/Subject

Administrative support arrangements have been strengthened by more effective team working across the MPA staff during Covid19 and improved PA support for Head of Subject. A new Head of Professional Service joined the School in May and will review the effectiveness and wellbeing of admin support across the School with a view to enhancing support.

Response: Head of College

A new HOPS was recently recruited to the School who will work with the College Director of Professional Services to review the effectiveness and wellbeing of PS staff and enhance support across the School. As the Head of School points out, the past 18 months has seen a strengthening of team working across the MPA staff within the School. Nevertheless, the pressures brought by increased student numbers in AY2021/22 on top of the 16% increase in student numbers experienced across the College in AY2020/21 means that we continue to be vigilant about PS and academic staffing levels and ensuring the School has the necessary resources to function effectively.

Recommendation 6

Early Career Staff – Reduction in Teaching Load

The Review Panel **recommends** that Economic & Social History (ESH) ensures that ESH staff who undertake the Postgraduate Certificate in Academic Practice (PGCap) should have protected time and a corresponding reduction in their teaching load in recognition of the time commitment involved in undertaking the programme. **[Paragraph 4.4.2]**

[For the attention of: Head of Subject]
[For information: ECDP Programme Director; Director of Performance & Reward, Human Resources]

Response:

The workload of all Early Career Staff has been reviewed in line with workload planning under 4 above and appropriate reductions are in place.

Recommendation 7

Role of Tutor

The Review Panel **recommends** that Economic & Social History, in liaison with the School of Social and Political Sciences:

1. Clarifies, and more clearly defines, the responsibilities of the role of Tutor within the Subject Area;
2. Puts in place more systematic and structured support for Tutors, this to include developmental opportunities; and
3. Ensures that both Tutors and their line managers are made aware of the above expectations. **[Paragraph 4.4.3]**

[For the attention of Head of Subject]
[For information: Head of the School of Social & Political Sciences]

Response:

The School has moved line management of tutors to appropriate Heads of Subject (away from Head of Professional Service). Tutors are included in workload planning discussions. The School is undertaking a review of Tutor contracts and workloads, including consideration of systematic and structured support including performance review and development opportunities. At subject level, the head of subject has spoken with ESH tutors about their career development in the summer of 2021 and will continue to do so through the P&DR process and beyond.

Recommendation 8

Staff Induction

The Review Panel **recommends** that the School of Social & Political Sciences introduces a School-level induction day for all new Economic & Social History staff to facilitate their early introduction to the School's structure, policies and practices. **[Paragraph 4.4.2]**

[For the attention of: Head of the School of Social & Political Sciences]

Response:

The School has developed an enhanced staff induction process including teams handbook and slides for new staff and this will be supported by bi-annual events for new staff.

Recommendation 9

Strategic Planning

The Panel observed that several issues had been highlighted during the PSR that were considered to be under review/development or of concern, but regarding which, no specific recommendation had been made.

In order to promote further Subject engagement with such matters, the Panel **recommends** that Economic & Social History develops an overarching plan, which as well as setting out its vision and overall plan for the future of the Subject Area, shows how it intends to address areas of concern highlighted in the report but that were not the subject of a specific recommendation. This would include, but not be limited to, issues around student mental health; the management of fluctuations in PGT student recruitment; and the alignment of assessments with Intended Learning Outcomes (ILOs). This plan should be agreed with the Head of School to ensure alignment with other areas of the School and should contribute to the strategic planning process within the School. **[Paragraph 3.2.2, 3.1.4, 4.1.5]**

[For the attention of: Head of Subject].
[For information: Head of the School of Social & Political Sciences]

Response:

Strategic planning takes place at the level of the School and College with input to this process from ESH via the School Executive, Research and L&T committees. Subject members on these committees actively contribute to School, College and University planning through including via highlighted areas of concern and potential solutions as part of dialogue in the planning process. For example, the Subject has raised concerns about the need to enhance student mental health support during Covid19 and helped to provide staff with updated guidance on how to support students to access these services. Similarly, the Subject has flagged concerns around recruitment and are working with School and College leads to address issues with respect to language competency and increased staffing to cater for growing numbers, as well as addressing issues around capacity. This has been taken up in College and School plans with a range of new appointments to Global Economy roles recently confirmed, working across PIR and ESH. The School's staffing strategy has also been developed in consultation with colleagues in the Subject and this has involved G7 and G8 staff in ESH moving on to open-ended contracts. The School Portfolio Review process has also recently been improved to include more active consideration of alignment with ILOs and assessment procedures, supported by School and College strategies to streamline and improve L&T governance and oversight.

The Head of Subject and Head of School also meet regularly at the School Executive and in one-to-one meetings to set and review shared strategic objectives, ensuring alignment with the School Strategic Plan and Subject leadership, including with respect to staffing, programme innovation, enhancing the student experience and developing a leading role for ESH in the School plans to play a leading role in decolonising the curriculum.

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Report on Programme Approval 2020-21

The College Boards of Studies have approved the following new programmes and programme amendments to be introduced in 2021-22 (unless otherwise stated).

College of Arts

New Programmes:

International Masters Managing Art & Cultural Heritage in Global Markets (*commencing in 2022-23*)

International Masters in Slavery, Forced Migration and Reparative Justice (*commencing in 2022-23*)

MA Creative Arts & Industries (*commencing in 2022-23*)

MA (Hons) Gaelic with Immersion / Archaeology

MA (Hons) Comparative Literature (Single)

Programme Amendments:

Two programmes

College of Medical, Veterinary & Life Sciences

New Programme:

BSc Dental Sciences

PgCert Critical Care & Leadership (*late submission for 2020-21*)

Programme Amendments:

Nine programmes

College of Science & Engineering

New Programmes:

BEng (Hons) Electronics & Electrical Engineering with Communication Engineering (UESTC & Glasgow 3+1)

BEng (Hons) Electronics & Electrical Engineering with Information Engineering (UESTC & Glasgow 3+1)

BEng (Hons) Electronics & Electrical Engineering with Microelectronics (UESTC & Glasgow 3+1)

MSc Electrical Engineering (with Nanjing Institute of Technology)

MSc Environmental Futures: Sustainable Systems

MSc Mechatronic Engineering (with Nanjing Institute of Technology)

MSc Robotic Engineering (with Nanjing Institute of Technology)

MSc Sustainable Engineering (with Nanjing Institute of Technology)

Programme Amendments:

One programme

College of Social Sciences

New Programmes:

BFin Honours in Finance

MSc Environmental Risk Management

MSc Financial Technology (Indonesia) (*late submission for 2020-21*)

MSc Media, Culture & Society

PgCert/PgDip in Marketing (*late submission for 2020-21*)

Programme Amendments:

17 programmes

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Update on Course and Programme Approval Arrangements

Helen Butcher, Head of Senate Office

PIP documents have been updated and rolled-over for the course and programme approval round to allow submissions to be made for new courses and programmes, and changes, for introduction in session 2022-23. Following special arrangements in the previous two years due to the Covid pandemic, the process this year will largely return to the standard procedure that was in place before the pandemic.

Proposals for new courses or programmes, withdrawal of provision or developments to existing provision that are planned for introduction in 2022-23 must be submitted into PIP, with College Boards of Studies having devolved authority to approve new programmes and programme changes, and Schools/RIs having devolved authority to approve new courses or course changes.

Temporary Adjustments made in response to Covid

ASC will recall that measures were agreed for the approval of temporary adjustments to courses and programmes to allow delivery during 2020-21 and 2021-22 in the context of the pandemic.

Schools were permitted to give blanket approval for Covid adjustments on the basis that these changes did not fundamentally digress from the original Intended Learning Outcomes (ILOs) or the aims of any courses, or disrupt the assessment of ILOs. These changes were not input to PIP.

It is recognised that there will be a desire to retain a significant number of the changes introduced in 2020-21/22 permanently as there has been positive feedback on many aspects of digital delivery. Schools will be required to ensure that all provision continuing to be delivered in 2022-23 will be fully input into PIP. This will need to take place during the current session, however a facility has been introduced to allow proposals which are for the continuation of changes agreed under the blanket approval arrangements beyond 2021-22 to be approved by a system bulk upload – thus reducing the workload associated with submitting and processing proposals through PIP.

Online guidance will shortly be updated and PIP users notified of these arrangements.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Annual Report to the SFC: Institutional Report on Quality Assurance and Enhancement 2020-21

Cover Sheet

Helen Butcher, Head of Senate Office

Brief description of the paper

The paper presents the University's Annual Report to the Scottish Funding Council on Institutional-led Reviews of Quality which is being submitted for ASC endorsement. The Report covers a summary of Periodic Subject Review outcomes for the five reviews held in 2020-21 which notes recommendations, commendations and good practice. This year the report also covers contextual information around the management of the pandemic and also an update on progress with the six recommendations arising from ELIR4 in 2019. The latter has been included given that the standard annual engagement meeting with QAA was not held during the 2020-21 session; instead there was a positive meeting with colleagues at QAA that focussed on the SFC's in-year overview of approaches to assuring and enhancing the quality of digital provision in HEIs in response to the pandemic.

ASC also receives PSR reports which detail all recommendations and further updates on progress with actions taken in response to these.

Action Requested

Academic Standards Committee is asked **to endorse** the Report and **to consider** whether any further University-wide action is merited.

Recommended Person/s responsible for taking the action(s) forward

Senate Office.

Resource implications

There are no resource implications requiring approval from ASC, although the information relating to the Learning & Teaching Strategy investment can be noted.

Timescale for Implementation (where appropriate)

Actions highlighted within the Report will be taken forward during Session 2021-22.

Equality implications

No specific implications identified.

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement

Academic Session 2020-21

At the University of Glasgow, our mission is to bring people together in a world-class environment for learning and research, empowering staff and students to discover and share knowledge that can change the world.

Since 2015, this vision has been articulated via our Strategic Plan: Inspiring People Changing the World. The Strategy, governed by its focus on People, Place and Purpose, has enhanced the staff and student experience, expanded our reach across the globe and ensured that – no matter their background – each of our world-changing students has a platform to realise their full potential. Our commitment has been strengthened in our new values-led University Strategy – World Changing Glasgow 2025 launched in March 2021, and in the associated Learning and Teaching Strategy.

Our University Strategy for 2020-25, already under development pre-Covid, and initially due to launch in November 2020, was revisited prior to publication in light of the Covid-19 pandemic, to ensure that our focus reflects the impact of the pandemic on the University and on the wider sector. The Learning and Teaching Strategy was in development during the initial stages of the pandemic and the Covid-impact is reflected in the narrative of the strategy document.

1. **Introduction**

The University of Glasgow submits this annual *report* in accordance with the Scottish Funding Council guidance to higher education institutions on quality SFC/GD/11/2017 and the supplementary request to provide information on the impact of Covid-19 on our ILR activity. The format and content of the report takes consideration of the technical guidance in section 2.

Following a successful ELIR 4 in February/March 2019 the University is confident it has effective mechanisms in place to demonstrate compliance with and consideration of the Quality Enhancement Framework (QEF) which is outlined in section 1 of the above SFC guidance.

The University continues to build on the recommendations from ELIR 2019 and progress on these activities is summarised briefly in section 8.2 of this report.

2. **Context**

The significant impact of the Covid-19 pandemic on the teaching and assessment timetable and the priority to maintain a high-quality student experience, required the University to make challenging operational changes during 2020-21 to manage our ILR activity – Periodic Subject Review (PSR). Two key challenges were (i) the difficulty in finalising the schedule of reviews for 2020-21 due to conflicting priorities for internal and external staff resulting in a compressed timetable for PSRs, and (ii) managing all PSRs online with minimum preparation and planning time. Additionally, there was a need to re-think the approach to course approval owing to the significant volume of changes required to accommodate the initial pivot to online and then an incremental move to blended provision alongside a move to fully online assessment. As reported last year, the University introduced a No Detriment assessment policy (NDP) in immediate response to the emergency of the pandemic during Semester 2 of the 2019-20 academic year in the context of the sudden closure of the

campus and national lockdown in March 2020. For 2020-21 a different approach was taken in response to the development of the pandemic and a package of Assessment Support Measures was introduced to take account of potential disruption students faced throughout the course of 2020-21 (the NDP was only continued insofar as being applied to any results from the original NDP period [March – September 2020] that were contributing to any subsequent final degree award). This revised approach to assessment allowed a balance to be struck in supporting students affected by the pandemic while also maintaining academic standards.

3. Summary of Institutional-Led Review Outcomes 2020-21

The table below outlines the approved and largely completed schedule of our Periodic Subject Reviews (PSRs) for 2020-21. Please note that due to the compressed timetable not all reports have concluded the formal approval process at institutional level. All PSR reports will be published online and publicly available following formal approval within the University.

Subject	Review Date 2021	Information
Geographical and Earth Sciences	11-12 March	
Philosophy	24-25 May	Postponed from previous year due to industrial action in academic year 2019-20.
Urban Studies	26-27 May	
Nursing & Health Care	16-17 June	Postponed to 2020-21 PSR cycle due to the curriculum change being implemented to meet revised requirements from the Nursing & Midwifery Council professional body. This change was agreed with SFC in September 2019.
College of MVLS Graduate School: PGT Cluster2: Medical Professions, Health & Wellbeing and Medical & Clinical Science	17-18 June	Review was originally postponed from 2019-20 due to the impact of the pandemic on the NHS staff and MLVS staff and students in the spring of 2020.

Details of the programmes covered by the reviews are listed in Appendix 1.

3.1 Methodology

As outlined in section 2 above, the PSR process was fully managed online during academic session 2020-21. There was no change to the format, agenda, or panel membership. The model used for the pilot PSR in 2019-20 (for Computing Science) and detailed in our previous annual report was used for all reviews. Additional operational guidance and online protocols were developed to support the process and a workshop was delivered to the students participating to ensure they were fully briefed regarding the process and expectations. Feedback suggested the events were successfully managed and supported with only minor operational/technical issues arising. In line with good practice and our commitment to enhancement, the University will refine the operational guidance notes to reflect lessons learned.

3.2   Commendations

A total of 16 commendations were noted as part of the review process with an example listed below. The University is satisfied this confirms a commitment to enhancement and development which is evidenced across the subjects. Full details are outlined in the final reports which will be published online. Selected commendations are;

- Innovative approaches taken to moving the delivery of the programmes online, (in particular during the pandemic) while at the same time creating a sense of community for students studying remotely.
- Continuing to achieve outstanding NSS and league table improvements and maintaining reputation and integrity despite challenges associated with significant increase in student numbers.
- Training and induction programme for GTA's which was established by the School of Geographical and Earth Sciences and now shared across the University.
- The proactive approach to external engagement with the commercial and business environment to create learning opportunities and work experience for students.
- Innovation in the use of technology as part of the learning environment.
- The inclusion of Alumni and employers/industry advisory boards in the development of new programmes.
- A number of subjects and staff receiving teaching and excellence awards internally and in the professional external environment.
- A focused and explicit approach to embedding the student voice ("be part of the solution") in programme, curriculum and portfolio development.
- A collaborative and interdisciplinary approach to working across subject groups.

3.3   Good Practice

There were 19 areas of good practice identified via the review process. Full details are outlined in the individual final reports. The following bullet points provide an example and thematic overview of good practice identified across more than one subject.

- Sharing best practice at learning and teaching away days to promote collaborative working, innovation and interdisciplinarity.
- A commitment to equality and diversity and social inclusion - evidenced in various approaches to recruitment and marketing, outreach to schools and colleges and the management of transition into and through university.
- Alignment of Graduate attributes with the future working environment by giving students exposure to commercial software and digital databases as part of work experience or collaboration with external partners.
- The move to online teaching using new technologies with plans to embed the best practice and lessons learned during the pandemic into future online learning and teaching.
- Collaboration with industry and business to diversify the curriculum ensuring the student experience is aligned to future working practices.
- Embedding the student voice and feedback into the development of new programmes and curriculum.

3.4   Enhancement Recommendations

Over 100 areas of enhancement were identified during the review process with a significant number of these being highlighted by the School/Subject as part of enhancement plans

detailed in Reflective Analysis documents. Examples of the themes raised are as follows with full details outlined in the full reports.

- Reflect on the experiential learning opportunities created during the pandemic with a view to embedding good practice.
- Continue to develop more structured support and staff development for staff who are mid-career.
- Continue to review the constructive alignment between teaching, ILOs and assessment.
- Continue to develop induction programmes to facilitate the transition from school/college to university in order to maximise the student experience.
- Continue to roll out the induction and support programme for GTA's across the wider university which will help to demonstrate further alignment with the GTA Code of Practice.
- Clearly signpost students to the University central support services in order to maximise the benefits for student support.
- Subjects should collaborate further with External Relations to help develop their strategies for growth in student numbers
- Review student mobility to ensure equality of opportunity where appropriate taking consideration of sustainability and carbon footprint.
- Continue to review and development facilities to maximise the student experience and demonstrate consideration of various legislation including the equalities act.
- Review the development opportunities supporting academic leadership skills in order to provide greater clarity, awareness and sustainability.
- Subjects with close ties to professional agencies should continue to look at ways to integrate best practice and share learning experiences.

4. Institutional Led Review schedule for 2021-22

All PSR reviews for 2021-22 will remain online due to the pressure on the estate for teaching space - in particular, the need to prioritise accommodation on campus for student study spaces (including the new type of space required where students can attend live online classes while in an on-campus setting), and to deliver additional classes catch up and/or workshops for some subjects. The online methodology will also provide the University with contingency should Covid restrictions be reimposed by the government during the coming academic year.

4.1 The following seven reviews are scheduled to take place in Semester 2 of academic session 2021-22. As noted below five of these reviews were deferred from the original schedule for 2020-21. The revised six year schedule for PSR (2021-26) was agreed with SFC via the QAA Scotland last year. Dates are expected to be finalised early in Semester one.

Subject	Comments
Theatre, Film & TV Studies*	College of Arts
History*	
Classics*	
Dental School	College of MVLS
Chemistry*	College of Science and Engineering
Economics*	College of Social Sciences

| Academic & Digital Development** | Professional Academic Support (PG Cap and MEd) |

*PSR re-scheduled from 2020-21 to 2021-22 due to Covid disruption.

** Formerly Learning Enhancement and Academic Development Services

5.   Reflection on other quality assurance activities

The University is confident that despite the disruption of the Covid-19 pandemic its quality assurance framework is robust and supports and maintains the development of academic standards and the enhancement of the student learning experience. The outcome from ELIR 2019 and the ongoing discussions with QAA Scotland reinforces this confidence. The section below outlines some information collated from key Quality Assurance activities undertaken during academic year 2020-21 noting that these were running with the backdrop of the pandemic and therefore some adjustments were made to standard procedures, particularly in the case of approving changes to the delivery of courses to accommodate the online delivery that was necessary during this academic year.

5.1   Course and Programme Approval

As detailed in our last annual report, we made a temporary modification to our course and programme approval process in order to facilitate the urgent and large-scale work to convert to digital provision for 2020-21. The streamlined approach allowing blanket approval of temporary adjustments to courses required due to the pandemic was continued during 2020-21 for the approval of course due to run in 2021-22 as it was clear that the conditions of the pandemic driving the need for at least some online delivery were continuing. Schools were therefore permitted for one further year to give blanket approval for changes on the basis that these changes did not fundamentally digress from the original Intended Learning Outcomes (ILOs) or the aims of any courses, or disrupt the assessment of ILOs. It is recognised that there will be a desire to retain a significant amount of changes introduced in 2020-21/22 permanently as there has been positive feedback on many aspects of digital delivery. Schools will be required to ensure that all provision continuing to be delivered in 2022-23 will be fully input into our course approval system and while there will be some streamlining of the process around input to the system, the annual monitoring process has been revised to ensure that the University gains clear feedback on changes that have been introduced in response to the pandemic and the impact of these on the student experience and further development and enhancement of the learning and teaching provision.

5.2   External Examiners

The University continues to have a robust process for managing and monitoring external examiner reports. Thematic reports derived from externals' reports on both UG and PGT programmes are submitted to the Academic Standards Committee (ASC). ASC has delegated authority from Senate for these matters. Since the start of academic year 2018-19, there has been separate reporting on UG and PGT external examiner reports.

For the purposes of this annual report, the University confirms external examiner reports cover UG and PGT courses taught in the University and does not include reports relating to programmes validated by the University or for joint programmes where the University of Glasgow is not the administering University (e.g Christie's Education, Glasgow School of Art, Scotland's Rural College (SRUC), Edinburgh Theological Seminary (ETS) which are reviewed by the relevant Joint Boards or Joint Liaison Committees.

The University continues to receive positive feedback on its programmes which confirms the assurance and development of academic standards.

<u>Covid Response</u>

The University acknowledges the challenges associated with external examining during the pandemic and formally thanked individuals for their contribution during a difficult period. As a result of the impact of remote working and the move to fully online teaching and assessment there was an expectation that comments would be made regarding assessment, feedback and workloads for staff and students. As reported to Academic Standards Committee (ASC) there was a mixture of comments relating to the assessment arrangements during the pandemic (AY 2019-20). The majority of comments specifically about the No Detriment Policy (NDP) were positive noting the considerable effort that the University had taken to ensure that students were not disadvantaged by the pandemic while ensuring fairness. In the main the policy was found to be well communicated; however there were concerns that it was complex and unwieldy to implement which presented a large burden on staff. There were also some concerns around potential grade inflation with a request in one case that the NDP should not be continued in 2020-21 (as noted in section 2 above the NDP was not applied to assessments during 2020-21 and a different set of measures was introduced to support students experiencing difficulty in the evolving context of the pandemic).

The University will continue to review its assessment and feedback methods as well as the teaching timetable for academic year 2021-22.

<u>Undergraduate External Examiner Reports</u>

A total of 94% of undergraduate reports were received for session 2019-20 and reviewed over the course of 2020-21 which is a reduction of 4% from 98% received in 2018-19. The University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework responses to comments raised in the reports are being addressed by Schools and monitored by the Senate Office.

Themes identified by external examiners which may require further consideration include:

- Assessment and Feedback – a need for more consistency regarding feedback on assessment
- Assessment methods – review and refine methods to ensure consistency

Examples of good practice identified include:

- Examples of quality feedback within some disciplines
- The academic standards and content of programmes
- Rigour of the marking and grade criteria
- High level of staff engagement

<u>Postgraduate External Examiner Reports</u>

A total of 84% of postgraduate reports were received for session 2019-20 which is a reduction of 4% from 88% received in 2018-19. The University notes the reduction in responses and acknowledges the impact of the pandemic on the management and monitoring of these activities. In line with the University quality assurance framework responses to comments raised in the reports are being addressed by Schools and monitored by the Senate Office.

Themes identified by external examiners which may require further consideration include:

- Assessment and Feedback – a need for more consistency regarding feedback on assessment
- Marking Scheme – some inconsistency identified regarding marking criteria and moderation

Examples of good practice identified included:

- Quality feedback
- Diversity of assessment methods
- Administration
- Good Covid response

5.3　Annual Monitoring

Annual Monitoring at the University of Glasgow continues to be carried out at three levels: School, College and University. School Quality & Enhancement Officers are responsible for collating and analysing information for consideration at School level, and College Quality & Enhancement Officers undertake this activity at College level. Issues requiring University-level action are reported for consideration by Academic Standards Committee (ASC) which is supported by the Senate Office. Relevant professional support services or groups provide updates and responses to issues identified as University-wide matters.

Good practice from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2019-20 was identified in the following areas:

- Response of staff to the challenges of online delivery
- Online exams processes
- No Detriment Policy
- Staff support – teaching

Key themes from the Undergraduate and Postgraduate Taught Annual Monitoring Summaries for Session 2019-20 were:

- IT/Remote Delivery
- Staffing/workloads
- University Policy
- Suitability and quality of teaching spaces
- University systems
- Staff and student Mental Health
- University Communication

<u>Review and ongoing enhancement of Annual Monitoring process</u>

In response to the impact of the Covid-19 pandemic, the Annual Monitoring process was streamlined in terms of reporting requirements. The abridged annual monitoring form aimed to capture a focused and concise evaluation, given the extraordinary events arising from the pandemic during academic session 2019-20. For the annual monitoring round which commenced in the summer of 2021 reflecting on delivery during 2020-21, the abridged annual monitoring form has been retained in part, but with the added requirement to report on changes to delivery made in response to the pandemic which were approved under the modified blanket course approval arrangements (see 5.1 above) in order to ensure that the University has appropriate oversight of this activity to balance against the light touch approach necessarily adopted at the stage of introduction. Full implementation of the revised Annual Monitoring process that was approved by both ASC and EdPSC has been

postponed until the disruption of the pandemic has settled. The University confirms the issues raised as part of the annual monitoring process will be reviewed and monitored by the appropriate academic governance committees at school and college level.

5.4 Course Evaluation

The University continues to evaluate its courses as part of its Course Evaluation Policy which is kept under review. The Policy applies to all credit-bearing courses and sets out the University's requirements for gathering, presenting, and responding to course evaluation data from students via questionnaires. Questionnaires are sent to all students enrolled on a given course, and all questionnaires contain, at a minimum, five 'core' questions, the wording of which was agreed in consultation with all Schools and Colleges. Schools and individual members of staff are permitted to add additional questions.

Following completion of surveys, the University's course evaluation software automatically generates a report for each course, which provides a statistical summary of student responses to the closed questions, and a list of all textual responses to open questions. The outcome report is issued to all subjects who then have responsibility for drafting a Summary and Response Document (SARD) which is then monitored via the appropriate academic governance committee within the school/subject area. To ensure full transparency the SARD is made available on Moodle to students on course and to the new incoming students and is a standing item on all Staff-Student Liaison Committees (SSLC). The University works closely with the SRC to maximise communication and engagement.   In addition, the SRC includes course evaluation as part of the mandatory training for class representatives and is included in the MyClass Rep Toolkit which was introduced as an online information resource during academic year 2019-20.

During the 2020-21 academic session, staff engagement with course evaluation was high and Schools continued to use course evaluation surveys as the primary means for eliciting student feedback. However, student response rates declined slightly because of the COVID-19 Pandemic, which prevented students from completing surveys in class and impacted on student engagement with email communications.

Work is ongoing within the University to develop an aggregated report which displays the average percentage agreement to each of the three closed core questions included in every course evaluation questionnaire for each level of study within every Subject, School and College. It is hoped that this level of granularity will enable each Subject and School to identify areas of good practice and areas requiring enhancement or support. It was intended that the aggregated report would be made available to Deans of Learning and Teaching and other key stakeholders at the end of Semester 1 of the 2020-21 academic session. However, due to the disruption caused by the COVID-19 Pandemic, this has not been possible, and it is hoped that the aggregated report will be produced and made available to key stakeholders at the end of Semester 1 of the 2021-22 academic session.

5.5   Graduate School Reviews

The University did not undertake a Graduate School Review (GRS) during 2020/21 due to the impact of the pandemic. The GSR schedule will resume in academic session 2021/2022 with the intention to review MVLS.

GSRs will now operate on a 4-year cycle rather than the previous 5-year cycle (which included a consolidation year). The expectation is that a review will now take place every year of one Graduate School. To facilitate the production of more accurate and timelier student feedback, the University has decided to discontinue using the Postgraduate

Research Experience Survey and has developed its own annual survey with the timing set to align with the GSR schedule.

The PGR Annual report for 2019-20 was submitted to the Student Experience Committee in November 2020 to provide an institutional overview on the PGR student experience. This focussed on committee activity, researcher development activity and student survey results along with the impact of the pandemic on the PGR student experience. It was noted that many PGRs had faced significant delays to their research during the pandemic for a variety of reasons including restricted laboratory access or fieldwork. UK Research & Innovation (UKRI) and other funders had generally been supportive extending funding for these students and the University had provided scholarships to students who had not received scholarships from elsewhere. During the pandemic PhD vivas had moved online. This had been under discussion before the lockdown and some reservations had been expressed, but the experience had been positive. The PGR@Home programme which focused on skills development, had been very successful and would be incorporated into future inductions.

5.6 Professional, Statutory or Regulatory Bodies (PSRB)

The table below shows the PSRB outcomes for reviews held during session 2020-21.

School	PSRB	OUTCOME
Adam Smith Business School	Association of Chartered Certified Accountants	Programmes have been reaccredited.
	Chartered Management Institute	Programmes have been reaccredited.
	Institute of Chartered Accountants in Scotland	Programmes have been reaccredited.
School of Engineering	Institute of Mechanical Engineers	Programmes have been reaccredited.
School of Social & Political Sciences	Chartered Institute of Housing	Programmes have been reaccredited.
School of Veterinary Medicine	American Veterinary Medical Association	Programme has been reaccredited.
	Royal College of Veterinary Surgeons	Programme has been reaccredited
	European Association of Establishments for Veterinary Education	Review affected by Covid-19 (rescheduled twice, initially to Feb 2021, and then to October 2021).

6. Student support services / student wellbeing

As outlined in our annual report last year the University is committed to developing a framework to support review of student-facing professional services which was identified as an outcome from our ELIR in March 2019. Following a period of senior staff changes, the appointment of a new Deputy Secretary and Director of Planning late in 2020 provides the University with an opportunity to develop this key priority. Discussions between the new Director of Planning and the Vice Principal for Learning and Teaching have been ongoing to identify the optimal approach for reviewing student facing professional services which will be

closely aligned to the wider activity focused on delivering the outcomes of the University's new Learning & Teaching Strategy which was approved by Senate in February 2021.

Over the course of the year new support for student wellbeing has been implemented within Student Services with the creation of a dedicated team within the Student Inclusion and Wellbeing area which will proactively support the promotion of wellbeing across the student experience. The Disability Service is also located in the Student Inclusion and Wellbeing area, and has been at the heart of the University's extensive Review of Provision for Disabled Students which ran from the summer of 2020 through to February 2021 and concluded with a report and detailed implementation plan. Significant investment has been agreed to support the implementation plan which is designed to embed accessibility across the University in order to promote an accessible and inclusive environment which all members of the University – staff and students - take responsibility for. These far-reaching recommendations cover a broad range of issues including: system upgrades (new case management system); the needs assessment process; revision of the Disability Co-ordinator role and associated training; continued development of inclusive assessment practice; new governance arrangements for the direction, oversight and assurance of provision.

7.   Student participation in ILR processes

The University continues to have a strong and collaborative partnership with the Student Representative Council (SRC) Sabbatical officers. Student representatives are fully engaged in our quality management processes and participate in all our academic and student support committees which continued to meet online during the lockdown period. Additional online support briefings and operational protocols were developed to provide maximum guidance to student representatives involved in the PSR process (both as a panel member and an interviewee). The SRC was fully engaged in the planning and communication of priorities for the move to online teaching and the development of the Assessment Support Measures to recognise the ongoing challenges of the pandemic. As part of this process the Clerk of Senate and Vice Principal who has responsibility for academic regulations held weekly meetings with the SRC which will continue through the new academic year 2021-22 as we continue to actively involve the SRC in our academic planning and preparation of student communications.

8.   Progress

8.1   Reputation and Ranking

This has been a challenging year for Higher Education, as both staff and student communities have continued to come to terms with the impact of the pandemic and continuing stages of lockdown and social restrictions. And while this year above all years we should be aware of the limitations of league tables in reflecting the reality of this story, it is important that we note the positive performance in this year's National Student Survey results (NSS) and a number of leading league tables.

National Student Survey (NSS)

As we expected, there has been a general fall in scores across the sector, which reflects the difficulties imposed by the pandemic. However, it is pleasing to see that the University of Glasgow has performed relatively strongly in comparison with the sector, with our overall position improving to seventh in the UK for overall satisfaction, up from 14th last year. Our overall score of 83.7%, while down on last year's score of 87.1%, also now puts us second in the Russell Group and fourth overall in Scotland.

League Table Rankings

The University has had some very good results in recent league table publications, being named Scottish University of the Year in The Times and The Sunday Times Good University Guide 2022, and rising to 11th in the UK and second in Scotland in the Guardian University Guide 2022. In addition we have improved to 86th in the world and 10th in the UK in the Times Higher Education World University Rankings. The University is also the current Times Higher Education (THE) University of the Year.

In the Good University Guide, the University rose for the fifth consecutive year to its highest ever position of 12th out of 135 UK institutions, up from 14th last year, and remains second overall in Scotland. The results highlighted positive scores for student experience and teaching quality, and the positive impact of our Campus Development Programme beginning to be felt as we opened the James McCune Smith Learning Hub.

The results show the University:

- Is ranked first in the UK in three subjects: Food Science, Sports Science & Dentistry
- Has 20 subjects ranked in the top five
- Has 32 subjects ranked in the Top 10

Teaching Quality and Student Experience both saw significant improvements, with Student Experience now ranked in the top 25 in the UK

8.2   ELIR (March 2019)

Recommendation 1 – Feedback on Assessment

Phase one of the Assessment and Feedback Transformation Project (AFTP) created a Student Dashboard in Moodle through the design of a Moodle plug-in. Once enabled for students, this Dashboard allows them to see all their assessment details (including submission date, turnaround time, grade and feedback) and will update turnaround times as staff members update them. The Dashboard is being rolled out across the University over time, starting in September 2021 with first year and PGT students in most Colleges. Meanwhile, the second phase of the AFTP will begin again and will continue to focus on improving assessment and feedback for all students and encompassing assessment design, process and systems improvement.

Recommendation 2 – PGT Advising

A sub committee of the University Learning and Teaching Committee which has had a PGT focus for the last 12 months, will expand to involve more PGT leads, and will now look at the subject of PGT advising. The scope of that view will be to review existing PGT advising provision (building on initial scoping undertaken by staff in the Senate Office), and will include exploration of students' understanding and expectations of the Adviser of Studies role and whether the advising in place is effective. The requirements of ELIR recommendation – ensuring clear communication of arrangements to students and identifying each student's designated advisor/advisory team at an early stage as well as outlining the advisor role and responsibilities – will also be addressed. A questionnaire was circulated to each School and Research Institute asking a set of core questions relating to this and the outcome will inform the project action plan.

Recommendation 3 - Annual Monitoring of PGR

Annual reporting on the PGR student experience has been introduced at University level with the submission of an annual report to the Student Experience Committee (which reports

to both Senate and Court). As detailed in 5.4 above the first report covering 2019-20 was submitted to SEC in November 2020, with another planned for 2021-22.

New governance structures were established around the PGR committees, with the intention to improve discussion and decision making around PGR policy and strategy. The report will be reviewed by PGR committees (Operations and Executive) in October 2021 before being passed to SEC for their next meeting. This will provide summaries of student demographics, personal and professional development training participation, the 2021 PGR survey and the programme of PGR funded extensions provided by the University.

The PGR Operations Committee will allow for discussion and analysis of PGR matters and now includes a broader subset of staff who support PGRs, both from academic areas and professional services. The PGR Executive will focus on reviewing decisions that have benefitted from greater consultation as well as considering more strategic matters affecting PGRs and the University's support system.

It was agreed during 2020-21 that the University would no longer participate in the PRES survey. A survey was designed and run in-house in July 2021. Initial results have been disseminated with a final report to PGR committees planned for October 2021. These committees will agree recommendations from the survey and how actions and outcomes will be monitored. Dissemination activities, including a PGR blog post and a town hall style event targeting PGRs, are planned for the early part of 2021-22 to engage directly with PGRs and deepen our understanding of the results. Discussions are ongoing with the SRC as to how we might more generally improve communication loops with PGRs to ensure we are hearing their voices more frequently and consistently. The survey itself will be reviewed each year to ensure it is fit for purpose and run annually to ensure that we are collecting actionable feedback as well as monitoring satisfaction and other key aspects of the PGR experience, such as their perceived understanding of research integrity or their confidence in their ability to complete on time.

An over-arching development project on the PGR experience is planned to commence during 2021-22 which will look more deeply into governance, data management, and policy and practice. The PGR committees will review the initial project plan at meetings in October 2021.

Recommendation 4 - Review of Student facing Support Services

Since the appointment of the University's new Director of Planning and Deputy Secretary at the end of 2020, there has been ongoing work with the Vice Principal (Learning & Teaching) to consider the optimal arrangements the University can operate in reviewing its Student facing Support Services and ensuring that these align to the new University Learning & Teaching Strategy. The demands of managing the student learning experience in the pandemic have slowed the expected rate of progress with this work; however a clear picture is emerging around the need to establish a consistent SFS Review Framework which articulates the University's approach to reviewing student facing services, demonstrating our commitment to embedding reviews as part of our continuous improvement plans. The development of the framework is in its early stages but will consider how we can encompass reviews of all relevant front facing services and where possible, create consistency and coherence in our approach by aligning with outcome measures and evaluation for the Learning and Teaching Strategy. We believe this will be highly compatible with the indications from SFC about the future evolution of the quality review process. We will seek to establish design principles around the framework to ensure we focus on user-centered design for reviews which are evidence based, using both qualitative and quantitative sources

of evidence, and look to consider this from the perspective of particular student cohorts including those for whom outcomes are poorer. Our intention is that the framework seeks to consider actions and interventions that take an institution-wide overview. The final details to articulate the new framework are under preparation and are still to be agreed and tested within the University. In parallel to this, planning for a cycle of reviews and identification of areas of review and their prioritisation is commencing.

Recommendation 5 - External Examiner reports accessible to students

As reported previously, external examiner reports are published online and available to students, and links to this resource were added to the Student Representation Toolkit to raise awareness. In addition to the Toolkit there has also been some interest expressed from SRC representatives to update the Code of Practice on Student Representation. This objective will be reviewed during the coming academic year and a further update will be included in the next annual report.

Recommendation 6 - Analysis of exam board decisions on discretion

The review of the use of discretion for final degree awards was completed during 2020-21 and it was agreed that discretion would be discontinued and replaced with a borderline and a standard grade profile algorithm to be applied in borderline zones. This change will be introduced for all degree awards made from 2021-22 onwards. The new regulation is 16.37 of the Code of Assessment, and further detail on the review and the agreed position is presented in Appendix 2. The revised arrangements for discretion made in response to the pandemic introduced in 2019-20 were also applied in 2020-21. These adjustments introduced a borderline for the upper half of the current discretionary zone and permitted a check of cases in the lower half of the discretionary zone to ensure that the application of the No Detriment Policy had not led to a disadvantage compared to the normal application of discretion rules. All such cases were reviewed by the Clerk of Senate and resulted in 51 and 86 degree promotions for awards in 2020-21 and 2019-20 respectively.

8.3   QAA (Scotland) Annual Engagement Meeting

The University and QAAS did not hold a formal meeting during the academic year 2020-21. To deal with the constant changing restrictions and challenges associated with managing the pandemic, regular discussions took place between QAAS and key University staff to share information and update changes as needed. For example, confirming the schedule for PSRs (Period Subject Review) and the move to managing the reviews online. The Vice Principal (Learning & Teaching) and the Director of Academic Services also met with colleagues at QAAS as part of the in-year overview of approaches to assuring and enhancing the quality of digital provision in HEIs in response to the pandemic. This provided an opportunity to provide an in-depth update on both the University's immediate response to the pandemic in the spring of 2020 and the subsequent development of full-scale digital delivery for the 2020-21 academic session. This engagement also demonstrated that the University's strategic planning has been adapted and developed in light of the pandemic and the challenges and opportunities it has presented. There were no issues of concern raised during these discussions.

9.   Key priorities for 2021-22

The University is satisfied it made steady progress on the priorities identified in its annual report last year which included (i) the implementation of the Learning & Teaching Strategy, (ii) Assessment and Feedback Transformation Project, (iii) Academic Regulations and (iv)

PGR student experience. The progress was made in the context of managing the pandemic and therefore some progress was slower for some areas than others.

The University has established a governance framework to support planning and monitoring of the timetabling and teaching for 2021-22 including contingency planning should restrictions be reintroduced. This involves four groups: Project Governance Group, Teaching Delivery Board, Aurora Lab Teaching Group, Aurora Teaching Planning Group. Each group is chaired by a University Vice Principal with membership drawn from across the University academic, professional, and technical support services is attached in Appendix 3.

The University will focus on the implementation of the three key pillars within the Learning and Teaching Strategy as a priority in 2021/22 and beyond. This will be achieved in the context of prioritising support for teaching during the coming academic session and the ongoing disruption still caused by the pandemic.

An implementation plan has been devised and has already led to agreement for significant investment (£1.6M) in Academic Services to support the delivery of the Strategy. Six new posts will be recruited in University Services over the autumn/winter 2021 to co-ordinate key developments across the three pillars of the strategy: 1) consolidation of student-centred active and online/blended learning and teaching, together with facilitative assessment approaches; (2) transformative development of the curriculum and of its supporting infrastructure; (3) revamping of the approach to graduate attributes and skills acquisition through development of a supporting framework, provision and resources; along with some dedicated support for the Vice Principal (Learning & Teaching) and senior staff in the delivery of the Strategy and its sub-projects.

Given the commendations and good practice noted in PSR activity this year, there is clear evidence that there is already activity and appetite for development in the Schools around the three pillars of the strategy. Other commitments in the L&T Strategy budget, will support technology enhanced learning and teaching, the creation of inclusive assessments in quantitative disciplines (through a strategic project with new academic posts associated with this work), and scoping activity for skills based courses and their relationship to the curriculum.

In addition to the above learning and teaching strategic priorities the following activities will be progressed:

Graduate Teaching Assistant – Code of Practice

Graduate Teaching Assistants (GTAs) at the University of Glasgow are postgraduate research students (PGRs) who undertake paid teaching alongside their studies. Substantial work was undertaken on behalf of the University Learning and Teaching Committee to develop a Code of Practice to support the development of GTAs within the teaching and student experience environment. It is recognised that GTAs make a vital contribution to the University's learning and teaching environment, and have a particularly important role to play in ensuring an excellent experience for taught students. The Code is designed as an overarching framework and outlines the responsibilities of all parties involved in this support, recognising that GTAs are PGR students as well as being integral members of teaching teams. Further work will be done during the coming year to develop an implementation plan.

Quality Assurance and Enhancement

Operational and guidance supporting the University's Academic Quality Framework will be reviewed to reflect lessons learned during the pandemic and particularly online working which may be considered best practice for future activities.

Approved by Director of Planning

Ms Uzma Khan, Director of Planning and Deputy Secretary

Approved by Academic Standards Committee

Professor Neil Evans, Convener of Academic Standards Committee

Approved by Vice Principal (Learning & Teaching)

Professor Moira Fischbacher-Smith, Vice Principal (Learning and Teaching)

Appendix 1

<p style="text-align:center">University of Glasgow</p>

<p style="text-align:center">Annual Report for the Scottish Funding Council</p>

<p style="text-align:center">Institutional Report on Quality Assurance and Enhancement Academic Session 2020-2021</p>

<p style="text-align:center">Periodic Subject Reviews</p>

<p style="text-align:center">Subject Areas and Programmes Reviewed in Session 2020-2021</p>

Geographical and Earth Sciences

Undergraduate

- Earth Studies – BSc (Designated)
- Environmental Geoscience – BSc (Designated), Honours BSc, MSci + 1 joint Honours with Archaeology
- Geology – Honours BSc, MSci
- Geography – BSc (Designated), BSc, MA, MA (Soc) & 22 joint Hons (BSc or MA with three other Colleges)

Postgraduate Taught Masters programmes

- Earth Futures Research: Environments, Communities, Relationships (MSc)
- Human Geography: Spaces, Politics and Ecologies (MRes)
- Sustainable Water Environments (MSc)
- Geoinformation Technology & Cartography [MSc/PgDip/PgCert]
- Geomatics & Management [MSc]
- Geospatial & Mapping Sciences [MSc/PgDip/PgCert]
- Land & Hydrographic Surveying [MSc/PgDip/PgCert]
- Land & Hydrographic Surveying with Work Placement* [MSc]

Philosophy

Undergraduate

- MA (Hons) Philosophy (Single Honours or Joint Honours)

Postgraduate

- MSc Philosophy (General)
- MSc Philosophy (Conversion)
- MSc Philosophy of Mind and Psychology

Urban Studies

Undergraduate

- Social and Public Policy MA(Soc) (Single and Joint Honours)

Postgraduate

- City Planning & Transport MSc
- Housing Studies,MSc
- Housing Studies,PGD
- MSc City Planning
- MSc in Urban Transport
- MSc Inter. Real Estate & Management
- MSc International Planning ...
- MSc International Real Estate
- MSc Public and Urban Policy
- MSC Urban & Reg Plan Nankai
- Public Policy & Management, MSc
- Public Policy Research, MRes
- Public and Urban Policy PgDip
- REPR City Plan & Reg, MSc(NG)
- REPR City Plan &Redevelopment, MSc(NG)
- REPR RE & Reg, MSc(NG)
- REPR Real Estate, PgDip
- REPR Real Estate, MSc(NG)
- REPR Real Estate, PGC
- Spatial Planning PgCert
- Urban Analytics MSc
- Urban Research, MRes

Nursing and Health Care

Undergraduate

Bachelor of Nursing Honours Degree (BN (Hons): full time over 4 years (exit possible at end of Year 3 with a BN Ordinary degree);

Trans-National Education (TNE): Joint Singapore Institute of Technology (SIT) /University of Glasgow BSc Honours in Nursing: full time over 2 years – students enter the programme with a Diploma in Nursing and are already registered as a nurse with the Singapore Nursing Board Undergraduate Post-registration programmes;

Postgraduate

Graduate Diploma in Specialist Lymphoedema Management: part time over 2 years with possible exit awards of Graduate Certificate in Lymphoedema Management or specialist Lymphoedema Management - each over one year;

Graduate Certificate: Burns and Plastics Surgery Care for Adults and Paediatrics: part-time over one year.

MVLS Graduate School (Cluster 2) - Medical Professions, Health and Wellbeing and Medical and Clinical Sciences)

Health and Wellbeing Cluster
- MSc Global Mental Health
- MSc Global Mental Health (Online)
- MSc Primary Health Care

- MSc Primary Health Care (Online)
- MSc Population Health Sciences (Online)
- Master of Public Health
- Master of Public Health (Online)
- MSc Health Technology Assessment (Online)
- MSc Developing and Evaluating Interventions
- MSc Digital Health Interventions
- Postgraduate Certificate in Positive Behaviour (Online)

Medical and Clinical Sciences Cluster
- MSc Cardiovascular Sciences
- MSc Clinical Pharmacology
- MSc Diabetes
- MSc Precision Medicine with Pharmacological Innovation
- MSc Clinical Trials and Precision Medicine
- MSc Sport and Exercise Sciences and Medicine
- MSc Sport and Exercise Sciences and Medicine (Online)
- MSc Precision Medicine
- MSc Forensic Toxicology

Medical Professions Cluster
- Doctorate in Clinical Psychology
- MSc Applied Neuropsychology
- PGCert Clinical Neuropsychology Practice
- PGDip Clinical Neuropsychology
- MSc Clinical Neuropsychology Knowledge and Practice
- MSc Oral and Maxillofacial Surgery
- MSc Endodontics
- Doctorate in Clinical Dentistry (Ortho)
- MSc Oral Sciences
- MSc Advanced Practice in Healthcare
- MSc Advanced Nursing Science
- Postgraduate Certificate in Healthcare Chaplaincy
- Postgraduate Certificate in Health and Social Care (Online)
- MSc Health Professions Education (Online)
- MSc Health Professions Education (with Research) (Online)
- Doctorate in Health Professions Education (Online)
- MSc Advanced Practice in Veterinary Nursing (Online)
- MSc Human Nutrition
- MSc Clinical Nutrition
- MSc Medical Physics
- MSc in Critical Care
- MSc Health Services Management
- MSc Critical Care, Leadership and Management
- MSc Clinical Critical Care (Online)
- MSc Clinical Critical Care and Leadership (Online)
- MSc Palliative Care (Online)
- Postgraduate Certificate in Advanced Lymphoedema Management

Appendix 2

University of Glasgow
Annual Report for the Scottish Funding Council
Institutional Report on Quality Assurance and Enhancement Academic Session 2020-2021

Excerpt from Academic Standards Committee minute from 22 January 2021

ASC/2020/32 Proposed Changes to Operation of Discretion by Exam Boards in the Award of Degree Classifications

Professor Morrison introduced the discussion. In November 2020 ASC had agreed to adopt one of two options in relation to borderline classification decisions, and whichever one was chosen, this marked a very significant step forward in achieving consistency of decision making and thus fairness for students.

Under Option 1, promotion of students to the award of a higher classification would be determined by GPA alone, with the threshold set at 17.5, 14.5 and so on.

Under Option 2, promotion would be determined firstly by GPA as in Option 1 but in addition, for students in bands 17.1 – 17.4, 14.1 – 14.4 and so, it would be determined by course grade profile, weighted as per the programme structure).

Professor Morrison suggested that Option 1 was the fairest as it would ensure that no student with one GPA would be promoted where a student with a higher GPA would not. It had previously been noted that Schedule A was a non-linear grading scale, but this was not relevant at programme level; it was only at component level that qualitative judgments were made. In addition, restricting exam boards to consideration of GPA ensured that the process was administratively straightforward.

A number of members spoke in favour of Option 2, saying that this allowed a 'second look' at the general level of performance of students who were very close to the classification borderline, including those whose overall GPA had been impacted by one very poor performance (this could happen where the number of course results was relatively low). It was felt that the use of a median measure (i.e. grade profile) would be understood and accepted by students.

It was noted that some modelling had been undertaken to show the likely impact of both options. This had shown Option 1 was likely to result in some reduction in the number of First class/2.1 degrees awarded. Option 2 appeared to result in overall results profiles closer to historical ones. The modelling had not been undertaken to determine which option should be adopted but to check that there would be no significant unforeseen consequences. The Committee was satisfied that the data did not raise any concerns.

It was agreed that Option 2 should be adopted.

It was noted that the meaning of 'grade profile' was interpreted differently in different parts of the University and, that in the interests of achieving consistency of decision-making, there should be one clear definition. The Committee had previously agreed that grades should be weighted in accordance with any weighting given to different years of an honours programme. In addition, it was now agreed that course grades should be classified as being either in the lower classification or the higher classification and that a student would be promoted where at least 50% of the weighted grades were in the higher classification. The distance from the borderline of any or all of the course grades was irrelevant.

It was intended to implement these decisions in 2021-22, with transition arrangements for continuing students considered separately.

The Committee had previously agreed that the aforementioned change effectively removed 'discretion' and as such this needed to be reflected in reference to future procedural descriptions and the University Regulations.

Appendix 3

Support for Timetabling and Teaching in 2021/22
Governance Group Membership

Project Governance Group

- Prof. Frank Coton – Project Sponsor / Chair
- Prof. Moira Fischbacher-Smith – VP Learning & Teaching
- Rachel Sandison – VP External Relations
- Gregor Caldow – Executive Director of Finance
- Uzma Khan, Executive Director Planning
- Amanda Sykes, Academic Lead, WCGT
- Karla Cagney, Project Management, WCGT
- Mary Ramsay, Clerk

Teaching Delivery Board

- Prof. Moira Fischbacher-Smith - Chair / Convenor:
- Karen Lee, Director of Strategy Performance & Transformation
- Prof. Stephany Biello, Dean of Learning & Teaching COSE
- Prof. Maureen Bain, Dean of Learning & Teaching, MVLS
- Prof. Cheryl Woolhead, Associate Dean for PGT (MVLS)
- Prof Scott Roy, Lab Group Chair
- Grigoris Kokkinidis, SRC VP Education
- Leigh-Ann Dragsnes, Arts
- Gillian Smith, Arts
- Amanda Sykes, Academic Lead, WCGT
- Karla Cagney, Project Management, WCGT

Aurora Lab Teaching Group

- Prof. Scott Roy - Chair / Convenor
- Jonathan Werry. Central Timetabling
- Phil McParlane, Planning Insights and Analytics
- Dr Claire Donald, MVLS Graduate school
- Emma Craddock, MVLS
- Barbara Mable , MVLS
- Christine Carr, Chief technician
- Robb Nibs , SoLS- prehons
- Mary McVey, SoLS
- Theresa Taylor, Local lab coordination
- Hans Senn, Chemistry
- Peter Sneddon, Physics & Astronomy
- Cyril Pacot, Technical Services
- Graham Tobasnick, Technical Services
- Grigoris Kokkinidis, SRC VP Education

Aurora Teaching Planning Group

- Prof. Moira Fischbacher-Smith - VP of L&T/ Chair
- Prof. Thomas Scotto, Dean of L&T, CoSS
- Prof. Stephany Biello, Dean of L&T, CoSE
- Prof. Wendy Anderson, Dean of L&T, CoA
- Prof. Maureen Bain, Dean of L&T, MVLS
- Karen Lee – Director of Strategy, Performance & Transformation
- Dr. Victoria Price –Dean of PGT, CoA
- Prof. Cheryl Woolhead – Associate Dean for PGT (MVLS)
- Robert Partridge – Exec Director Student and Academic Services
- Grigoris Kokkinidis – SRC,
- Liam Brady – SRC
- Leigh-Ann Dragsnes, Arts
- Gillian Smith, Arts
- Susan Ashworth – Exec Director IS
- Phil McParlane – Insights & Analytics

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Scotland's Rural College: New Programme Proposal - MRes Zoonoses and Epidemiology of Infectious Animal Diseases

Cover Sheet

Robbie Mulholland, Academic Collaborations Manager, Academic Collaborations Office

Brief Description of the Paper

The attached paper outlines a proposal from SRUC to develop a MRes Zoonoses and Epidemiology of Animal Infectious Diseases programme which will be a part of a programme of new developments in its North Faculty based at its Inverness site. It will be designed and taught by members of SRUC's team of epidemiologists based there. The attached paper is the completed business case documentation, as approved by SRUC's Programme Approvals and Academic Standards committee. It gives an outline of the programme aims, outcomes, viability and resources required for the new development.

Action Requested

Academic Standards Committee is asked to **consider and approve in principle** SRUC's request to develop the MRes Zoonoses and Epidemiology of Animal Infectious Diseases, with a view to validating the award through the University of Glasgow.

Recommended Person/s responsible for taking the action(s) forward

The Head of the Animal and Veterinary Science department in the North Faculty and the Senior Lecturer in Veterinary Epidemiology (North Faculty) will lead this development.

Timescale for Implementation

Programme development will continue in 2021, with validation scheduled to take place in early 2022 with a view to delivery (subject to ASC approval) starting in September 2022.

Equality Implications

SRUC promotes equality and diversity in all aspects of its activities. Equality considerations will be embedded in the development process.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Scotland's Rural College: New Programme Proposal - MRes Zoonoses and Epidemiology of Animal Infectious Diseases

Prof. Neil Foster: Head of Animal and Veterinary Sciences Dept (North Faculty)

Teams should only complete this form once approval has been granted to concept notes from either the relevant Board/s of Studies or Programme Approvals and Academic Standards Committee.

Colleagues in the Quality team (Registry) will be able to advise you on completion of the Business Case. Please submit the completed form to registry@sruc.ac.uk for consideration by the Programme Approvals and Academic Standards Committee.

Fully completed Concept Notes should be appended to this Business Case.

Table 1: Business case details

Intended award/s (e.g. Credit-Rated Training, Schools Delivery, MA, NC, HNC/D, BSc, MSc):	Masters of Research (MRes)	Programme title:	Zoonoses and Epidemiology of Animal Infectious Diseases
Author:	Dr Scott P. Lawton	Date:	15th June 2021
Date approved by Board/s of Studies Chair or PAASC (delete as appropriate)		Board of Studies April 26th PAASC May 27th	
Concept Note with full programme details appended?		Yes	

Table 2: Programme overview

Programme Aim: (max 200 words)
A succinct statement of the overall aim/s of the programme: why would a prospective student choose the programme, what will it provide to them and what benefits will they gain from completing it?
This programme aims to provide students with a solid grounding in the principles of epidemiology and biology of infectious diseases. They will be provided with training in modern analytical approaches and data interpretation. Students will gain and develop knowledge on the most up to date approaches in disease surveillance, monitoring and control being introduced to a range of topics from field epidemiology to molecular laboratory techniques. This programme is skills based and students will be provided training not only in study and experimental design, statistical and bioinformatic analyses but also in transferable employability skills including time management, communication skills (Written and Oral) and modern computational skills. Being research focused and immersive students will develop not only research skills but also teamwork and collaborative skills. This would be the first MRes programme of its kind in the UK focused on animal health, epidemiology and zoonoses with an intensive four taught modules in the first semester followed by two immersive research projects in the second and third semesters. All other currently available programmes are completely taught MSc programmes that are not completely research lead and skills focused. The programme will offer a blended learning approach with lectures delivered online with some practical experience delivered on campus where possible through study weekends and/or weeks and provide flexibility and accessibility that other programmes in the area do not offer. Finally, the program aims to facilitate self development of students into professionally organised individuals by practicing skills of selection, assimilation and communication. This will be further enhanced through the broad topic areas of infectious disease and epidemiology allowing students to develop within a global and a planetary health perspective.

Programme Learning Outcomes: (6-8 outcomes)	
On completion of this programme, graduates will be able to: • Assess and predict the impact of the biology of a range of zoonotic and economically important pathogenetic organisms on the health of domestic and wild animals and humans. • Contextualise and apply the principles of modern epidemiology to infectious diseases of animals, determining their associated zoonotic risk and impact on human health • Anticipate and incorporate assessments of the impact of epidemiological research findings on policy and society locally, nationally and globally into recommendations for action • Design epidemiological studies, choosing, justifying and implementing appropriate detailed protocols • Manage epidemiological data, constructing and implementing appropriate statistical and bioinformatic analyses • Evaluate epidemiological studies and their design, integrating applicable findings and processes into their own scientific work and contextualising this within the wider subject field • Evaluate the development of their personal skills and attributes, assessing possible career options and identifying further professional development needs	
SCQF Level of Award Completion:	11
Learning outcomes approved by CELT:	Checked by: Date approved:

Table 3: For programmes being presented for revalidation only

Reflection on how the programme has previously been run.
What has worked well, or not worked well? Have there been any problems operationally in the delivery of this programme (please consider central support as well as academic considerations)? What has student feedback been like? N/A
How do you plan to change the programme in the revalidation process?
Please detail any changes to curriculum, delivery etc. and any reasons for these changes. N/A

Programme Viability

Table 4: Detailed resourcing requirements

Type and duration of programme:	
Previous intake per annum (since last re/validation):	To be completed for revalidations only Separate by Scottish domicile, rest of the UK, EU and International N/A
Projected intake per annum (4 yr. projection):	Currently it is estimated that this programme could attract up to approximately 20 students per year. It is estimated that the most likely contribution of students will be 50% Scottish, 40% rest of UK and 10% international students.
Projected income:	Based on SRUC fees of £7880 for UK students for taught post graduate programmes it is estimated that the 90% of students that would make up the home cohort could produce an income of £141840 per year. International

	students have been taken out of the estimations owing to the uncertainty of their contribution
Number of modules/units and credits per module/unit:	Six modules four 15 credit taught modules, and two 60 credit research modules
Anticipated shared modules/units (number of modules/units and titles of programmes shared with):	All modules will be new with following perspective titles Semester 1: Principles of Veterinary Epidemiology (15 Credits) Epidemiological Analyses (15 Credits) Zoonotic and Comparative Infectious Disease Biology (15 Credits) Disease Surveillance and Issues in Infection Control (15 Credits) Semester 2: Research Project 1 (60 Credits) Semester 3: Research Project 2 (60 Credits)
Hours of contact time per module/unit:	Semester 1: 2-5 hours per module per week Semester 2: Independent project module but should have supervisory meetings once a week. Semester 3: Independent project module but should have supervisory meetings once a week.
Required time to develop, review and maintain any learning materials:	1 year
Level of staff delivering the programme (lecturer, senior lecturer, consultant etc.):	Post-Doctoral Scientist, Lecturer, Senior Lecturer, Researcher, Reader, Professor, Consultant, external experts
Cost of any certification/membership with external bodies:	Currently not required
Cost of any licenses required to run the programme:	Currently not required
Cost of any planned field trips:	Cost to programme team: Cost to students: Currently not required
Any other financial information you think would be useful:	

Impact on institutional resources:

For programmes being presented for **validation**, the following sections must be completed with input from Professional Services teams to ascertain the impact the new development will have on the business case. You should allow 10 working days for their input and review.

For programmes being presented for **revalidation**, the following sections should only be completed if the programme will be significantly different to its current form. If there are no significant changes to be made to the structure or delivery of the programme, consultation is not required. However, if you have identified problems with the delivery of the programme or any significant changes, these sections must be completed.

Teaching Delivery (Staff) :

Please provide details of any additional staffing required for the delivery of this programme. Please state the number and grade of new staff required or of staff to be brought in from other departments / divisions. Please note whether this has been incorporated into Department / Faculty planning and/or whether existing staff / their divisions have been approached/agree.

Currently there are four further academic posts (Reader grade 2, Coordinator/Lecturer Grade 3, Lecturer/Researcher Grade 3, Lecturer/Researcher grade 4) that will be contributing towards the delivery of the MRes along side the existing staff in the Department of Animal and Veterinary Sciences across Inverness and Aberdeen campuses.

Existing staff have been approached and this course will be incorporated into both department and faculty planning. The course is still in development and although staff have agreed to be involved discussion is on going regarding time allocation to learning and teaching activities.

New appointments are within the existing budget, as planned, to deliver new educational programmes on the Inverness campus, which includes the MRes in Zoonoses and Epidemiology, BioVetSci HND and BioVetSci BSC (Hons). Therefore, staffing costs are not solely met by the MRes intake. In addition to new staff appointments, some existing staff who are currently engaged solely with research have expressed an interest in providing teaching in specialist areas of the MRes course. This is a particularly exciting development since it will allow existing research staff to engage with teaching and learning but will provide students with evidence-based teaching from experts in their field.

Teaching Delivery (Staff Development):

Please provide details of any staff development required for the effective delivery of the programme. If teaching related, please confirm that you have discussed this with a member of CELT. If subject related, please note whether this has been incorporated into Department / Faculty planning.

There is current discussion on supporting staff to undertake postgraduate certificates in learning and teaching in higher education and/or to attain the fellowship of the higher education academy for those with already significant teaching contribution. This will be explored with CELT to ensure that staff recieve training appropriate to their level and teaching committment.

Training on the internal procedures of course/module management is required. Ranging from module development and appropriate assessments through to required documentation for external examiners and exam boards etc.

We will communicate with CELT and QA to ensure that we have expert guidance on course management from module development to the appropriate levels of assessment.

Teaching Delivery (Resources):

Please provide details of any set-up/ongoing costs associated with the means of delivery of the programme e.g. use of the VLE or specialist teaching equipment. Please note whether this has been incorporated into Department / Faculty planning.

The delivery of the majority of the material for this degree scheme will be delivered on line using the already available platforms at SRUC for the delivery of synchronous and asynchronous teaching sessions through the VLE. Training will be required for the course team on how to use this appropriately, again advice will be sort from CELT and Digital Learning regarding these matters. Meetings are also planned with academics who currently deliver the MSc in Agriculture (via distance learning) from the Aberdeen campus, who will provide holistic and experienced guidance on delivering Masters level distance learning.

Teaching Spaces:

Please provide details of any additional demand on teaching spaces, in particular specialist teaching space. If "none", consultation is not required.

The course will be predominately delivered from the new veterinary hub in Inverness due to open early 2023. However, the aim is to recruit students onto the programme in September 2022 and it has been agreed that as required laboratory or face to face sessions could be held in the teaching spaces in Aberdeen in the first semester

Similarly, for those students that choose lab-based projects they will be integrated into research laboratories on both the Inverness and Aberdeen campuses

Estates colleague/s consulted:	Fiona Mackay	Date of consultation:	25/08/2021

Teaching Resources:

Please provide details of any additional demand on Library resources (including books, journals and electronic resources). If "none", consultation is not required.

As the proposed course is designed to be delivered through distance learning it would be preferable for students to have access to e-book versions of the textbooks through the SRUC electronic library systems. Many of the journals that would be required are either already available through the online library catalogues or open access.

We would hope to be able to utilise library staff and resources to deliver training on literature searches, referencing and in text citations

Library colleague/s consulted:	Judith Moynagh	Date of consultation:	26/08/2021

IT Facilities and Resources:

Please provide details of any additional demand on existing IT facilities, or whether new IT/Digital resources are needed to deliver this programme. If "none", consultation is not required.

There will be some key analytical programs required for the delivery of the MRes which the team would hope to be made available to the students. Secondly, as this degree programme is predominantly delivered online and is data driven, we would require the same level of assistance for all other online courses in terms of IT support and resourcing

IDS colleague/s consulted:	To be actioned once programme confirmed.	Date of consultation:	

Timetabling:

Please provide details of any implications for timetabling. Please consult Faculty colleagues (e.g. Head of Faculty Administration) regarding the constraints and issues which lead to difficulties in timetabling.

Currently we are still in discussion on time allocation for each of the staff members that will be involved in the delivery of the sessions for each of the modules. However, weekly sessions for each of the four taught modules will need to be timetabled as a point of reference for the students.

All lectures and tutorials will be delivered online so the booking of specific rooms will not be required. However, induction week and a study week of wet practical and computer sessions will need to be scheduled. For the first year this will need to be scheduled in Aberdeen and then in Inverness once the new vet hub building is complete.

There will be now on site exams required to be sat for this degree scheme, as any timed assessment will be able to be done remotely.

Faculty colleague/s consulted:	Ann Wood/Audrey Channing	Date of consultation:	25/08/21

Student Support			
Please provide details of any additional demand expected of student support services (i.e. beyond those brought about by an increase in student numbers). If "none", consultation is not required. None.			
Support colleague/s consulted:	Ann Wood/Audrey Channing	Date of consultation:	25/08/21
Student Accommodation:			
Is the programme likely to impact upon the demand for student accommodation in a different way to usual? Please provide details. This is a distance learning programme but will require some on campus time. Accommodation will be required for at least two separate weeks in the first semester (Late September, late October/early November) Student accommodation will be required for students that opt to undertake projects on campus in the second and third semester and a week will be required and week at the end of June for all students. This needs to be a discussion with senior management from SRUC and UHI to broker a deal for students to use the UHI student accommodation			
Accommodation colleague/s consulted:	To be actioned.	Date of consultation:	
Registry:			
Please provide details, if any, of any additional demand expected of Registry (i.e. beyond those brought about by an increase in student numbers; e.g. if the programme will have non-standard entry points or will not follow standard delivery). If "none", consultation is not required. This is the first MRes to be delivered by SRUC however, the administration of it will be the same as any other taught MSc course and should not cause issues other than an increase in students			
Registry colleague/s consulted:	K. Black	Date of consultation:	September 2021

Table 5: Potential risks and issues
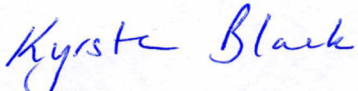
Risks / issues
Please indicate any potential issues and risks you have identified, which may arise from resources and timescales. For example, what would be the indicators that the programme could no longer run? What resource is necessary for the programme to run that is not currently in place? What would be the minimum intake needed, and could the programme run if this number was not reached? The key risk to this programme is recruitment of students. The minimum intake that would make this programme viable would be eight students. If required, the first year of intake we would be prepared to offer the course with five students in order for the course to develop and gain traction and to demonstrate student success. However, there after the minimum intake could be no less than eight students to justify staff time and SRUC resources.

Programme Development

Curriculum and learning design support
How will the proposing team engage with the Centre for the Enhancement of Learning and Teaching in the development of the programme/s? The programme team are fully engaged with CELT, which has been consulted constantly through the process of course inception and development. CELT has already been involved in the aiding the development of the proposed structure of the degree scheme, assessment plan and modular content as well as aiding in the development of the programme learning outcomes CELT will be consulted throughout the development processes; we will run joint development meetings and where there is a programme team specific meeting lead a CELT representative will be invited to attend. Confirmed that regular meetings will be held in the coming months.

Attendees at Design Team / CELT design support meeting:	S. Lawton & P.Hanesworth
Date of Design Team / CELT design support meeting:	September 2021

Marketing and Admissions support
Design teams should have completed the Student Recruitment and Admissions Requirements for New / Revalidated programmes template. What are the unique selling points of this programme/s? Initial market research completed as part of concept note development and submission.

Attendees at Design Team / Marketing / Admissions meeting:	
Date of Design Team / Marketing / Admissions meeting:	

Business Case Approval

Programme Approvals and Academic Standards Committee Decision:
Delete as appropriate: • Approved with conditions – requires conditions to be met during programme development.

Comments / conditions (where applicable) **Condition - Clarity on the MRes rather than MSc award** Note that this was discussed by Programme Approvals and Academic Standards Committee on submission of concept note and it was agreed that MRes is the preferred route of the development team. An email was sent to University of Glasgow to enquire about the prospect of approving an MRes programme as this has not been done before. We hope to receive feedback from Academic Standards Committee once this business case is submitted for approval in principle. **Condition – stronger marketing information to be developed**

Chair of PAASC:	*Kyrste Black*	Date of PAASC decision:	17 Sept 2021

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Remit and Composition 2021-22

Mrs Ruth Cole, Clerk to the Committee

ASC is invited to approve its remit and composition for 2021-22 as detailed below.

The role of the Academic Standards Committee (ASC) is to assist the Education Policy & Strategy Committee (EdPSC) in its implementation of the University's Learning & Teaching Strategy through assurance and enhancement of the quality of educational provision and through maintenance of standards. ASC reports to EdPSC, and also oversees the approval process for undergraduate and postgraduate taught degree programmes on behalf of EdPSC and Senate.

Specifically ASC will:

1. Advise EdPSC on matters relating to the University's academic regulatory processes, including the revision and development of academic regulations in the University, and also the implementation of regulatory policy.

2.1 Develop and monitor the University's process for approval of new programmes and changes to its taught programme provision. In operating this process, where appropriate, approve (on behalf of EdPSC and Senate) College proposals for new undergraduate and postgraduate taught degree programmes and major changes to programmes, including those delivered in collaboration with other institutions.

2.2 On behalf of EdPSC and Senate, present for consideration by the University Court and General Council of the University Court, information to contribute to the formulation of Draft Resolutions instituting new awards or revising existing awards.

3. Receive a summary report on Annual Monitoring (via College Quality Officers) and monitor and disseminate responses to actions identified. Consider and recommend changes to annual monitoring procedures as necessary.

4. Monitor internal subject reviews (Periodic Subject Review) by receiving review reports, identifying issues or recommendations requiring action in other areas of the University and monitoring responses to actions or recommending further action as necessary. Consider and recommend changes to procedures for internal subject review as necessary.

5. Monitor external examiners' reports through receipt of the annual summary report from Senate Office identifying issues or recommendations requiring action in other areas of the University and monitoring responses to actions or recommending further action as necessary. Consider and recommend changes to external examining procedures as necessary.

6. Monitor the University's taught programme provision from accredited and associated institutions by receiving their validation/revalidation and joint committee reports.

7. Monitor accreditation reports from Professional and Statutory Bodies (PSBs) identifying issues or recommendations requiring action in other areas of the University and monitoring responses to actions or recommending further action as necessary.

Composition

    Convener

    Two members of academic staff from each College with a **third** member of academic staff from the College of Medical, Veterinary & Life Sciences

    College Quality Officers

    Clerk of Senate

    Vice Principal (Learning & Teaching)

    Head of the Registry (or nominee)

    Director of the Senate Office (or nominee)

    Director of IT Services (or nominee)

    Representative from the Students' Representative Council

    Representative from Academic & Digital Development – attending member

    Representative from Student Digital Experience – attending member

Sub-Committees[*]

    Academic Regulations Sub Committee

    Course & Programme Approval Steering Group

    ASC Programme Approval Group

    Quality Officers' Forum

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[*] Each of the Conveners of these Sub-committees is an ex-officio member of Academic Standards Committee.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Membership 2021-22

Mrs Ruth Cole, Clerk to the Committee

The membership of the Academic Standards Committee for Session 2021-22 is proposed as follows:

Membership

Professor Neil Evans, School of Veterinary Medicine *(Convener)*

College of Arts

>Dr Paul Castro

>Professor Ann Gow

>Dr Eamon McCarthy

College of Medical, Veterinary & Life Sciences

>Professor Joe Gray

>Professor Niall MacFarlane

>Dr Willie Miller

>Mr Niall Rogerson

College of Science & Engineering

>Dr Donald Ballance

>Dr Kelum Gamage

>Professor Douglas MacGregor

College of Social Sciences

>Dr Robert Doherty

>Dr Angus Ferguson

>Professor Anna Morgan-Thomas

Professor Jill Morrison, Clerk of Senate

Professor Moira Fischbacher-Smith, Vice-Principal (Learning & Teaching)

Professor Douglas MacGregor, Convener of Course & Programme Approval Steering Group

Professor Marc Alexander, Convener of Academic Regulations Sub-Committee

Mr David Bennion, Registry

Ms Helen Butcher, Head of Senate Office

Ms Anna Phelan, IT Services

Ms Mia Clarke, Students' Representative Council

Attending Members: Ms Sarah Honeychurch, Academic & Digital Development

>Ms Jane Broad, Student Digital Experience

Clerk: Mrs Ruth Cole, Senate Office

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Audit Report on Course Approval Activity from the College of Arts

Dr Ailsa Boyd (UG) / Claire Smith (PGT)

Schools have responsibility for considering and approving all course proposals (new, amend and withdraw). However, Colleges are required to audit this approval activity to ensure that the standard of proposal documentation remains high and that Schools are adhering to the published procedure.

In line with this recommendation, the College has spot-checked a sample of proposals, for which the full documentation for the proposals have been examined.

Proposals approved by Schools/RIs in the College of Arts during session 2020-2021:

Proposal Type	*Number of proposals approved*	*Number of proposals audited*
New course	45 proposals: 152 UG courses	UG: 18 courses; PG: 8
Amend course	60 proposals: 65 UG	UG: 8 courses; PG: 4
Withdraw course	20 proposals: 197 UG & PGT courses	UG: 0; PG:0

- CoA note: this does not include QuickPIPs as these are difficult to track in PIP. Also, the Proposal Report in PIP does not tally Withdrawn or Unwithdrawn course proposals.

The following **new course** proposals were audited:

Course Title	*School*	*Documentation complete and of required standard**	*Consultations completed prior to School approval**
Applied Dissertation with Placement in English Literature ENGLIT4133P	Critical Studies	Y	N – external incomplete
Horror Fiction 1945-present ENGLIT4132	Critical Studies	N – minor corrections submitted to School	Y
Advanced Description of English Grammar and Text (Summer School) ENGLANG1011	Critical Studies	N – minor corrections submitted to School	N/A – consultation may not always be possible for summer school courses

Introduction to Biblical Hebrew TRS1033E	Critical Studies	N – minor corrections submitted to School	Y
Humour and Horror in Early Modern Spain HISP4126	SMLC	N – minor corrections submitted to School	Y
Multilingualism in Context MODLANG4014	SMLC	Y	Y
Listening in Mission TRS1037	Critical Studies	N – minor corrections submitted to School	Y
Digital Art and Performance (30 Credits) THEATRE4092	Culture & Creative Arts	N – minor corrections submitted to School and completed	Y
Digital Art and Performance (20 Credits) THEATRE4093	Culture & Creative Arts	N – minor corrections submitted to School and completed	Y
PRiSM (Practical Instrumentation, Scoring and Musicianship) MUSIC1022	Culture & Creative Arts	N – minor corrections submitted to School and completed	Y
Film Archives: Theory and Practice FTV4105	Culture & Creative Arts	N – minor corrections submitted to School and completed	Y
The Philosophy of Susan Stebbing PHIL4068	Humanities	N – minor corrections submitted to School	N – external/subject incomplete
Myths, Fictions, and Histories of Alexander the Great (Greek) GREEK4028	Humanities	N – minor corrections submitted to School	N – external incomplete
Reasons to be Cheerful: Greek Comedy with Aristophanes and Menander GREEK4029	Humanities	N – minor corrections submitted to School	N – external/subject incomplete

Imperium Indivisum?: The Collapse of the West Roman Empire in the fifth century AD (Latin) LATIN4030	Humanities	N – minor corrections submitted to School	Y
The Roman Stage: A History of Roman Drama from the Republic to the Empire (Latin) LATIN4031	Humanities	N – minor corrections submitted to School	Y
The Later Roman Empire, 270-400 AD (Latin) LATIN4032	Humanities	N – minor corrections submitted to School	N – external incomplete
Language Policy and Planning for European Minority Languages MODLANG4015	SMLC	Y	Y
Horror Fiction 1945-present (PGT)	Critical Studies	No	Yes
Pain & Pleasure	Humanities	No	No
Textual Editing in Scotland	Critical Studies	No	No
Reparations Now (Part One): Historical case studies	Humanities	No	Yes
Research Methods in Creative Industries and Cultural Policy	Culture & Creative Arts	No	Yes
The Material Lives of Texts	Critical Studies	No	Yes
Stargazing: Astronomy, Astrology and Meteorology in Antiquity	Humanities	No	Yes
Reassembling the Artefacts	Humanities	No	Yes

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

- UG CoA note: No responses reflect minor issues picked up through scrutiny at College level. Typical changes requested include adjustments to wording of an aim or ILO, listing additional programmes in box 10, or completing section B of external consultation documents. E-mails and further reminders have been sent to chairs of the School Boards asking them to ensure changes are made.
- PG Note: Reports were sent to the schools detailing the errors found by the Board of Studies asking them to make the changes and resubmit through PIP. No follow up has taken place as we have left it to the schools to look after the updating themselves.

The following **amend course** proposals for substantive changes were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
Medical Humanities Dissertation ENGLIT4054P	Critical Studies	Y	N – small correction did not req consultation
Medical Humanities Dissertation 40 credits ENGLIT4123P	Critical Studies	Y	N – small correction did not req consultation
Philosophy 1B: How Should I Live? PHIL1011	Humanities	Y	N – small changes to timetable consulted with Arts Advising Team
Jazz Style and Practice MUSIC4093	Humanities	Y	N – correction of additional exclusions
Devising THEATRE4006	Culture & Creative Arts	Y	N – corrections only
Multimedia Analysis & Design (B) INFOST4012	Humanities	Y	N – corrections only
Gaelic Scotland: The Scottish Highlands C1400-1609 HIST4008	Humanities	N – corrections submitted to School	N
Intoduction to Biblical Hebrew TRS1033E	Critical Studies	Y	N – corrections only
Victorian Visions: Dress and Textiles, c.1837-1901	Culture & Creative Arts	Yes	N/A

Course Title	School		
English into Catalan Advanced Translation and Language Study 1	SMLC	Yes	N/A
Textile Conservation Placement	Culture & Creative Arts	Yes	N/A
Reading Workshop in Comparative Literature	SMLC	Yes	Yes

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

- UG and PGT CoA note: As noted above, minor changes were picked up and e-mails sent to School to action changes.

The following **withdraw course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

- UG CoA Note – many of the course withdrawals were generated by a change of code in SMLC, so they were mostly about changing course codes rather than withdrawing the course entirely.

University of Glasgow

Academic Standards Committee 2020-21 – Friday 1 October 2021

Audit Report on Course Approval Activity from the College of Medical, Veterinary & Life Sciences

Schools have responsibility for considering and approving all course proposals (new, amend and withdraw). However, Colleges are required to audit this approval activity to ensure that the standard of proposal documentation remains high and that Schools are adhering to the published procedure.

In line with this recommendation, the College has spot-checked a sample of proposals, for which the full documentation for the proposals have been examined.

UNDERGRADUATE Proposals approved by Schools/RIs in the College of MVLS during session 2020-21:

Proposal Type	Number of proposals approved	Number of proposals audited
New course	8	3
Amend course	24	3
Withdraw course	9	2

The following **new course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
21250 BIOL1017,4291,4290 -ISS MVLS Pre-Uni Summer School -ISS Short Research Proj: Visit International Students -ISS Research Proj: Visit International Students	SOLS	Yes	No. Auditors commented that there was no evidence of consultation. The School indicated n/a.
22157 NURSING2013, 2014,2015,2016 -Biomedical Lifes Sciences for Nursing 2 -Developing knowledge for Nursing and Health	SOMDN	Minor comments received on NURSING 2015 and 2016 which will be passed on.	External examiners' comments are present and relatively easy to follow. Extensive records of what appears to be multiple meetings with students and other groups and results of a survey are present. However, they are so extensive that

Course Title			it very hard to see how they all relate to any impact on the final proposals. Comments to be passed on.
-Practice Learning Experience 2 -Research for Evidence Informed Practice 2			
22582 **BIOL4294** Animal Ecophysiology 4Y option	SOLS	Yes	The students requested more practical work, it is not documented whether this was put in place or discussed and decided against. Comments to be passed on.

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **amend course** proposals for substantive changes were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
22631 **BIOL4222** Grand challenges in Medical Microbiology 4D option	SOLS	Yes	Yes
22642 **BIOL4228, 4229** -Human Biology 3A -Human Biology 3B	SOLS	Yes although Human Biology 3A/3B – both have almost identical aims and ILOs-the reason why there is not just 1 course and 120 credits will be discussed with SOLS.	Yes
22728 **MED4045** Specialist course: Psychological Medicine	SOMDN	Yes	Yes

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **withdraw course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
22103 NURSING3012, 4023, 3025, 4014 -Clinical Nursing Practice 3 -Clinical Practice Consolidation 4 -Nursing 3H -Research Methods 3H	SOMDN	Yes	n/a
22417 VETMED1023	SOVM	Yes	n/a

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

POSTGRADUATE Proposals approved by Schools/RIs in the College of MVLS during session 2020-21:

Proposal Type	Number of proposals approved	Number of proposals audited
New course	7	3
Amend course	40	3
Withdraw course	34	2

The following **new course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
ID:22183 MED5625/5626/5622/ 5623/5624P	Health & Wellbeing	YES It is not clear from the minutes that changes were completed following cluster meeting.	YES
ID:23157 BIOL5382 Foundations of Bioinformatics	Life Sciences	YES As above	n/a
ID:22883 BIOL5380 – The Cancer Microenvironment	Cancer Sciences	YES As above	YES

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **amend course** proposals for substantive changes were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
ID:22114 **BIOL5337P** Conservation Management of African Ecosystems	Biodiversity Animal Health Comp Med	YES It is not clear from the minutes that changes were completed following cluster meeting.	YES
ID:22253 VETMED5053 Zoonotic Disease	Veterinary Medicine	YES As above	YES
ID:22298 MED5529 Introduction to Mgt & Leadership in Health Services	Medicine, Dentistry and Nursing	YES As above	YES

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **withdraw course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
ID: 23116 MED5142 Laboratory Techniques in Oral Sciences	Medicine, Dentistry and Nursing	No – Insert min excerpt and update to reflect withdrawal – see proposal 22321	It is not clear from the consultation that a discussion has taken place in relation to the withdrawal. Consultation refer to proposal 22321.
ID:21870 BIOL5270 Genetics for Animal Management	Biodiversity Animal Health Comp Med	YES	n/a
ID:22693 MED5624P Intellectual Disabilities Project	Health and Wellbeing	YES	YES

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Audit Report on Course Approval Activity from the College of Science & Engineering

Katherine Henderson, Head of Student and Academic Services

Schools have responsibility for considering and approving all course proposals (new, amend and withdraw). However, Colleges are required to audit this approval activity to ensure that the standard of proposal documentation remains high and that Schools are adhering to the published procedure.

In line with this recommendation, the College has spot-checked a sample of proposals, for which the full documentation for the proposals have been examined.

Proposals approved by Schools/RIs in the College of Science and Engineering during 2020/21:

Proposal Type	Number of proposals approved	Number of proposals audited
New course	36	4
Amend course	379	8
Withdraw course	132	6

The following **new course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
COMPSCI3012 Professional Issues in the Workplace	Computing Science	N - Minutes require to be uploaded	N - No evidence of EE consultation
ENG3090 Biomedical Engineering Skills 3	Engineering	Y	Y
GEOG1015 Introduction to Climate Change and Sustainability	Geographical & Earth Sciences	Y	Y
PHYS5074 MSc SIS Edinburgh Course - Applications of Sensor and Imaging Systems	Physics & Astronomy	N - Minutes require to be uploaded	N - No evidence of student consultation Other School consultation to be uploaded

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **amend course** proposals for substantive changes were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
CHEM5057 Polymers and Organic Materials 4M	Chemistry	N	N - No evidence of EE consultation No evidence of student consultation
COMPSCI5075 Modelling Reactive Systems (M)	Computing Science	N	N- No evidence of EE consultation No evidence of student consultation
ENG2047 Soil Mechanics 2	Engineering	N - missing support document	N - No evidence of EE consultation No evidence of student consultation
EARTH2010 Earth Science and The Environment 2A - Geology, Geochemistry and Geophysics	Geographical & Earth Sciences	Y	Y
STATS1002 Statistics 1Y: Introduction to Statistics: Learning from Data	Mathematics & Statistics	Y	Y
PHYS5039 Quantum Information	Physics & Astronomy	N	N - No evidence of EE consultation No evidence of student consultation
PSYCH4007P Dissertation 4H	Psychology	Y	Y
PSYCH5048 Forensic Psychology (PGT Conv)	Psychology	Y	Y

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **withdraw course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
COMPSCI4002 Advanced Networking and Communications (H)	Computing Science	Y	Y
EARTH4004 Earth Science: Independent Research Project	Geographical & Earth Sciences	Y	Y
SIT3014 Aerodynamics and Fluid Mechanics 3S	Engineering	Y	Y
PHYS5017 Astrophysics (T)	Physics & Astronomy	Y	Y
PSYCH3024 Forensic Psychology_Psych Studies	Psychology	Y	Y
ENG5295P Individual Project C5	Engineering	Y	Y

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The audit has highlighted the following issues that require greater attention:

- Ensuring all documentation is uploaded before final approval
- Importance of clear minutes detailing discussions
- Requirement for consultation
- Recording sign off of changes required by Board of Studies

These issues will be addressed through feedback.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Audit Report on Course Approval Activity from the College of Social Sciences

Rosalind Wright, L&T Coordinator

Schools have responsibility for considering and approving all course proposals (new, amend and withdraw). However, Colleges are required to audit this approval activity to ensure that the standard of proposal documentation remains high and that Schools are adhering to the published procedure.

In line with this recommendation, the College has spot-checked a sample of proposals, for which the full documentation for the proposals have been examined.

Proposals approved by Schools/RIs in the College of Social Sciences during session 2020-21:

Proposal Type	Number of proposals approved	Number of proposals audited
New course	77	10
Amend course	317	30
Withdraw course	52	6

The following **new course** proposals were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
22578 - Introductory Mathematics for Economists	ASBS	Yes	Yes
22909 - Hacking the MoD (H4MoD)	ASBS	Yes	Yes
22302 - Becoming a Teacher: Connecting, Challenging and Changing; Research and Enquiry-Led Learning and Teaching	Education	Yes	Yes
23430 - Language Learning for Children with English as an Additional Language	Education	Yes	Yes

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
22225 - Responding to Risks in Aquatic Environments	Interdisciplinary Studies	Yes	No – External consultation incomplete; Student consultation missing. To follow up with School
22653 - Research Methods For Education	Interdisciplinary Studies	Yes	Yes
22768 - Corporate Finance	Law	Yes	Yes
22981 - Intellectual Property Law (Sem 1) & Intellectual Property Law (Sem 2)	Law	Yes	No – consultations missing. To follow up with School
22188 - International Relations Concepts	SPS	Yes	Yes
22610 - Russian Politics and Society	SPS	Yes	Yes

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **amend course** proposals for substantive changes were audited:

Course Title	School	Documentation complete and of required standard*	Consultations completed prior to School approval*
22027 - Managing Equality, Diversity and Inclusion in Organisations	ASBS	Yes	N/A – Minor Corrections
22116 - International Business	ASBS	Yes	N/A – Minor Corrections
22546 - Fintech Pathways Project: Industry Pathway	ASBS	Yes	N/A – Minor Corrections
23013 - Financial Derivatives	ASBS	Yes	N/A – Minor Corrections
22810 - Money, Finance And Growth	ASBS	Yes	N/A – Minor Corrections
23715 - Financial Accounting 1	ASBS	Yes	N/A – Minor Corrections
23122 - Financial Institutions and Markets in Developing Countries	ASBS	Yes	No – Student consultation missing. To follow up with School

22046 - Fundamentals Of Education 1A & 1B	Education	Yes	N/A – Minor Corrections
22285 - Developing As A Leader; Leading A Project (Teacher Leadership)	Education	Yes	Yes
22629 - Educational Elective 4	Education	Yes	Yes
22828 - Which English? Language Teaching And Sociolinguistics	Education	Yes	Yes
22325 - Integrating Health and Social Policy	Interdisciplinary Studies	Yes	N/A – Minor Corrections
22789 - Society and Social Policy	Interdisciplinary Studies	Yes	N/A – Minor Corrections
22856 - Modern Languages: Policy and Pedagogy	Interdisciplinary Studies	Yes	Yes
23067 - Reflective Practice	Interdisciplinary Studies	Yes	N/A – Minor Corrections
23069 - Theory, Methods, and Ethics in End of Life Research	Interdisciplinary Studies	Yes	N/A – Minor Corrections
23288 - Professional Practice in Education 4	Interdisciplinary Studies	Yes	N/A – Minor Corrections
22061 - Jurisprudence	Law	Yes	N/A – Minor Corrections
22441 - LLM Dissertation	Law	Yes	N/A – Minor Corrections
22766 - International Capital Markets Law	Law	Yes	No – Consultations missing (checking if needed for a course name change). To follow up with School
22968 - International Human Rights Law; The Laws of Armed Conflict	Law	Yes	N/A – Minor Corrections
22984 - Criminal Justice	Law	Yes	N/A – Minor Corrections
22987 - Immigration And Asylum Law	Law	No – School scrutiny proforma is blank	N/A - Minor Corrections

22096 - QM1 - Measuring Your Social World	SPS	Yes	N/A – Minor Corrections
22197 - The Family & Family Relationships in Britain c1750-1914	SPS	Yes	No – External consultation email referenced but missing from PIP. To follow up with School
22438 - Politics 2B: Comparative Politics in a Globalising World	SPS	Yes	N/A – Minor Corrections
22592 - Dissertation	SPS	Yes	N/A – Minor Corrections
22897 - Qualitative Research Methods	SPS	Yes	No – consultations missing. To follow up with School
22947 - De Facto States in the Post-Soviet Space	SPS	Yes	No – consultations missing. To follow up with School
23406 - QM2 - Analysing Your Social World	SPS	Yes	N/A – Minor Corrections

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

The following **withdraw course** proposals were audited:

Course Title	*School*	*Documentation complete and of required standard**	*Consultations completed prior to School approval**
22163 - Economics of Banking	ASBS	Yes	N/A – Retrospective withdrawal
22333 - Organisational Security: the challenges of managing intentional and accidental threat actors	ASBS	Yes	N/A – MGT5425 already exists for this course
22861 - Dissertation Preparation Year 3 Primary Education; Mathematics - Theory And Pedagogy 3; Teachers And Teaching	Interdisciplinary Studies	Yes	Yes
22651 - Clinic: Human Rights and Humanitarian Law in Practice (EM)	Law	Yes	N/A - Course will not be offered in Session 2021/22 but will be offered in subsequent years

| 22611 - The Wealth of Nations | SPS | Yes | N/A - Course may not be running next year - remove from list for now |
| 23411 - Anthropology of Global Health | SPS | Yes | No – Consultations missing. To follow up with School |

*'No' responses to these should be given further explanation, and information on how the problem has been resolved.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Periodic Subject Review: Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters held on 17 and 18 June 2021

Cover Sheet

Dr Richard Lowdon, Senate Office

Brief Description of the Paper

Report of the Periodic Subject Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters held on 17 and 18 June 2021.

In line with sector best practice the University continues to review its Periodic Subject Review (PSR) process to ensure it remains relevant and continues to demonstrate a more explicit focus on enhancement. Due to the significant impact of the COVID pandemic and the move to remote working, the PSR was managed in an online format.

The agenda, format, and objectives for the PSR remained the same but new operational guidance was created to provide assurance and support for everyone involved including the panel, school, staff, and students. The guidance notes were informed by benchmarking across the sector to maximise the sharing of best practice and the wider sector experiences. The pilot was discussed and agreed in consultation with QAA (Quality Assurance Agency, Scotland) on behalf of the Scottish Funding Council (SFC) and the outcome will be included in the Annual Quality Report to the SFC in September 2021.

Action Requested

Academic Standards Committee is invited to note the report and the 12 recommendations contained therein that have now been forwarded to those identified for action. (The draft report was reviewed by two members of ASC and the Convener, in accordance with the revised process agreed in session 2019-20.)

Recommended Person/s responsible for taking the action(s) forward

As identified in the Action Plan section of the report.

Resource Implications (where appropriate)

Not applicable.

Timescale for Implementation (where appropriate)

An update to the recommendations will be provided to ASC in six months.

Equality Implications (where appropriate)

As identified in the report.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Periodic Subject Review: Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters held on 17 and 18 June 2021

Dr Richard Lowdon, Clerk to the Review Panel

Review Panel:

Professor Frank Coton	Vice-Principal Academic Planning & Technological Innovation, Panel Convener
Dr Sarah Henderson	University of Edinburgh, External Subject Specialist
Dr Bethan Wood	Elected Academic Staff Member on Court
Indigo Korres nte Paoula	Students' Representative Council
Dr Mark Bailey	School of Life Sciences, Cognate Member
Dr Michael McEwan	Learning Enhancement & Academic Development Service
Dr Richard Lowdon	Senate Office, Clerk to the Review Panel

1.   Outcome

1.1.1 The Panel **confirmed** there were no concerns regarding the academic standards of programmes delivered by the MVLS Graduate School and recommended the validation of all programmes for a further six years.

1.1.2 The Panel **confirmed** that the MVLS Graduate School had a transparent academic governance and quality assurance structure which aligned to the University's regulatory framework.

2.   Summary and context

2.1   College structure

2.1.1 The College of Medical, Veterinary & Life Sciences (MVLS) was formed in 2010 and includes three Schools: Medicine, Dentistry & Nursing; Veterinary Medicine; and Life Sciences. These Schools are responsible for all of the College's undergraduate teaching provision. In addition, the College provides a wide range of postgraduate teaching, the majority of which is channelled through MVLS's seven Research Institutes: Molecular, Cell & Systems Biology; Cancer Sciences; Biodiversity, Animal Health & Comparative Medicine; Infection, Immunity & Inflammation; Cardiovascular & Medical Sciences; Health & Wellbeing; and Neuroscience & Psychology. The MVLS Graduate School is responsible for the oversight and governance of all Taught Postgraduate (PGT) programmes within the College of MVLS.

2.2   Preparation for the 2021 Periodic Subject Review (PSR)

2.2.1 The Graduate School underwent internal review in November 2012, which covered some of the College's PGT programmes. Following that review, it was advised that all PGT programmes should be covered by the same review for governance purposes.

Since 2012, the number of PGT programmes and student numbers had more than doubled, and the supporting infrastructure had also grown. Therefore, in advance of the 2019 PSR, the decision was taken by the Graduate School to split its five clusters (the organisational groupings for PGT programmes) into two groups, with the Animal & Plant Sciences, and Biomedical Sciences clusters being evaluated together in 2019 (Group one), and the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters (Group two) being evaluated in 2020. However, due to the ongoing COVID-19 Pandemic, the 2020 PSR was delayed until June 2021.

2.2.2 Information for this PSR was prepared by the Dean of Postgraduate Teaching (Professor Cheryl Woolhead), the Graduate School's Academic Governance Manager (Tracy Maxwell), the PGT Administration Manager (Linda Atkinson) and her team, the Health & Wellbeing Cluster lead (Dr Julie Langan-Martin), the Medical & Clinical Sciences Cluster lead (Dr Stuart Gray), and the Medical Professions Cluster lead (Dr Alison Parrett). The Reflective Analysis (RA) for this PSR was written by a team led by the Dean of Postgraduate Teaching, together with the three cluster leads, with input from the relevant programme coordinators and the Graduate School team. A draft of the RA was circulated to the Head of Academic and Student Administration (Alison Wallace), the Dean of Graduate Studies (Professor George Baillie), and the Dean of Learning & Teaching (Professor Maureen Bain) for comment, before the document was distributed more widely to all relevant staff and students. Comments from these sources were then incorporated into the RA prior to final submission.

2.2.3 The Review Panel met with the Dean of Postgraduate Teaching (Professor Cheryl Woolhead); the Dean of Graduate Studies (Professor George Baillie); the Health & Wellbeing Cluster lead (Dr Julie Langan-Martin); the Medical & Clinical Sciences Cluster lead (Dr Stuart Gray); the Medical Professions Cluster lead (Dr Alison Parrett); the College Head of Academic & Student Administration (Alison Wallace); five PGT students from four different programmes; members of PGT teaching staff; and members of Management, Professional & Administrative (MPA) staff.

2.3 Staff involved in teaching

2.3.1 677 academic staff contributed to programmes within the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters. These staff were located across the School of Medicine, Dentistry & Nursing, the School of Veterinary Medicine, the Institute of Health & Wellbeing, the Institute of Cardiovascular & Medical Sciences, and the Institute of Cancer Sciences. Apart from a small group of teaching staff who provide support across the portfolio, the Graduate School had no direct line-management responsibility for these staff but communication with Schools and Research Institutes was achieved through PGT leads who attended the Postgraduate Teaching Committee (PGTC), and via the College Management Group (CMG) whose membership included all Heads of School and Directors of Research Institutes. In addition to this, 344 external staff from outwith the College of MVLS or the University contributed to teaching in these clusters.

2.4 Student numbers

Student numbers between 2018-19 and 2020-21 are summarised as follows:

Cluster	PGT students (FTE) 2020-21	PGT students (FTE) 2019-20	PGT students (FTE) 2018-19
Health & Wellbeing	339	213	116
Medical & Clinical Sciences	249	203	165
Medical Professions	522	403	330

Total	1110	819	611

2.5 Range of Provision under Review

The Review Panel considered the following range of provision currently offered by the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters:

Health & Wellbeing Cluster

- MSc Global Mental Health
- MSc Global Mental Health (Online)
- MSc Primary Health Care
- MSc Primary Health Care (Online)
- MSc Population Health Sciences (Online)
- Master of Public Health
- Master of Public Health (Online)
- MSc Health Technology Assessment (Online)
- MSc Developing and Evaluating Interventions
- MSc Digital Health Interventions
- Postgraduate Certificate in Positive Behaviour (Online)

Medical & Clinical Sciences Cluster

- MSc Cardiovascular Sciences
- MSc Clinical Pharmacology
- MSc Diabetes
- MSc Precision Medicine with Pharmacological Innovation
- MSc Clinical Trials and Precision Medicine
- MSc Sport and Exercise Sciences and Medicine
- MSc Sport and Exercise Sciences and Medicine (Online)
- MSc Precision Medicine
- MSc Forensic Toxicology

Medical Professions Cluster

- Doctorate in Clinical Psychology
- MSc Applied Neuropsychology
- PGCert Clinical Neuropsychology Practice
- PGDip Clinical Neuropsychology
- MSc Clinical Neuropsychology Knowledge and Practice
- MSc Oral and Maxillofacial Surgery
- MSc Endodontics
- Doctorate in Clinical Dentistry (Ortho)
- MSc Oral Sciences
- MSc Advanced Practice in Healthcare
- MSc Advanced Nursing Science
- Postgraduate Certificate in Healthcare Chaplaincy

- Postgraduate Certificate in Health and Social Care (Online)
- MSc Health Professions Education (Online)
- MSc Health Professions Education (with Research) (Online)
- Doctorate in Health Professions Education (Online)
- MSc Advanced Practice in Veterinary Nursing (Online)
- MSc Human Nutrition
- MSc Clinical Nutrition
- MSc Medical Physics
- MSc in Critical Care
- MSc Health Services Management
- MSc Critical Care, Leadership and Management
- MSc Clinical Critical Care (Online)
- MSc Clinical Critical Care and Leadership (Online)
- MSc Palliative Care (Online)
- Postgraduate Certificate in Advanced Lymphoedema Management

3. Strategy for Development

3.1 Progress since the last review

3.1.1 Since the Graduate School last underwent internal review in November 2012, there had been significant changes in PGT provision. The number of programmes offered by the Graduate School had more than doubled, and so had student numbers. The Graduate School had also been successful in recruiting a higher proportion of international students to the College than it had done previously.

3.1.2 As noted in the RA, all recommendations from the last PSR in 2012 were addressed at the time, including reviewing recruitment targets, and developing a strategy for programme development and approvals. Issues relating to MyCampus and the physical location of teaching spaces were also addressed.

3.1.3 The PSR of Group one of the MVLS Graduate School was carried out in 2019. Recommendations from this PSR included reviewing the applicant self-service process. This issue had since been addressed with IT Services and External Relations. Another recommendation that came out of the 2019 PSR was to look more closely at the facilities and timetabling processes. This issue had now been discussed with the Director of Strategy, Performance & Transformation, and her team. Due to the emergence of the COVID-19 Pandemic several points remained to be addressed fully. However, one key learning and teaching recommendation, to explore more PGT project options, including group projects, had been accelerated as a result of the Pandemic, and the Graduate School had worked to reconfigure its project provision to enable it to provide investigative projects without lab-based placements. This had opened up new opportunities, and it was hoped that it would result in increased quality and diversity in project offerings and provide essential research training to the Graduate School's graduates.

3.2 Vision and strategy

3.2.1 As stated in the RA, the Graduate School's vision is to "design and deliver a portfolio of postgraduate taught programmes, through both on campus and online delivery, to meet market needs and produce high calibre graduates who are welcomed into a range of careers and professions, including those in health, the veterinary and social care sectors, as well as for basic and applied sciences". The Graduate School's programmes were intended to be internationally competitive, adopt the best pedagogic practices, and utilise the significant research and teaching strengths of staff in the College of MVLS.

3.2.2 The RA made reference to the University's strategy to increase PGT provision and highlighted a range of strategic objectives that were put in place by the MVLS College Management Group in 2018 to support this strategy:

- Develop new programmes, courses and content in areas of high demand where University expertise could be applied.

- Re-evaluate the provision of low-income programmes and courses.

- Guide Research Institute/School investment in PGT development by: identifying areas of exceptional interest; aligning postgraduate teaching with academic expertise and research portfolio; providing training for future careers in science; and utilising online and on campus delivery methods.

- Promote links across the College (for example, through the University's Research Beacons in Precision Medicine and Chronic Disease, One Health, Addressing Inequalities, and Future Life), the University (with Subjects such as Management, Economics, Public Policy, Biomedical Engineering, Chemical Biology, and Computing Science), and outwith the University (through partnerships with the NHS, industry, and international institutions).

- Provide resources to facilitate the objectives named above in: academic support; course and programme design; marketing and recruitment; academic governance; business planning; and course and programme administration.

Communication of the Graduate School's strategy for growth

3.2.3 The Review Panel noted from the RA and from the meeting with the Dean of Postgraduate Teaching that the College Management Group was the main forum for higher level discussions about PGT strategy. Here, the Dean of Postgraduate Teaching, the Dean of Graduate Studies, the Dean of Learning & Teaching, and the College International Deans were consulted on issues relating to teaching, recruitment and the development of PGT programmes. The College had also established a number of strategy groups, which were chaired by the relevant Deans, to encourage a lateral flow of information across the College. These groups reported back to the College Management Group and helped to shape the future direction of the College.

3.2.4 Regarding the Graduate School's student recruitment strategy, responses from staff in the staff survey, and at the meetings with teaching staff and MPA staff, indicated that there had been a significant and unexpected increase in student numbers during the 2020/21 academic session. As a result, teaching staff and MPA staff raised concerns that workloads had dramatically increased and that staff had become overstretched, which impacted on their welfare. Staff also expressed concerns that unsustainable levels of student growth had hindered their ability to fully support PGT students and had impacted on the quality of the student learning experience. Furthermore, many staff were unaware of what the Graduate School's strategy for growth was and how this would be supported through increased levels of staff recruitment.

3.2.5 In relation to the Graduate School's process for introducing new programmes, the RA noted that the College Board of Studies had the authority to approve new programmes, amendments to programmes, and the withdrawal of programmes. This board was chaired by the Dean of Postgraduate Teaching, and the process was monitored by the University's Academic Standards Committee (ASC). Clusters had the authority to approve all new courses, amendments to existing courses, and the withdrawal of courses. This approval process was also monitored by ASC and by the College Board of Studies. In order to initiate a new programme, staff were required to submit a MVLS Programme Development form to the Graduate School to ensure compatibility with other programmes and courses offered, alignment with the strategic objectives of the College and the University, and to allow for consideration of the resources required to support the programme. The process also involved reviewing proposed budgets, and undertaking market assessments and consultations with representative groups of students, stakeholders and external examiners.

3.2.6 At the meeting with MPA staff, the Panel was informed that staff felt well-supported by their administrative colleagues and that they had a good working relationship with teaching staff. However, they raised concerns about the lack of consultation with MPA staff when new programmes were introduced. They also informed the Panel that administrative support levels were not given sufficient consideration when decisions about new programmes were being made.

3.2.7 The Panel noted the concerns of teaching staff about the growth in student numbers and the lack of clarity about how the Graduate School's strategy for PGT growth would be supported by staff recruitment. The Panel also noted the concerns of MPA staff about the perceived lack of consultation when new programmes were being developed and introduced. Therefore, the Review Panel **recommends** that the Graduate School, in conjunction with the College Management Group, develops mechanisms to ensure that teaching and MPA staff are appropriately consulted and involved in the Graduate School's planning for student and programme growth as part of the annual planning process.

3.3   Oversight and governance

Graduate School's organisational structure

3.3.1 As noted in the Reflective Analysis (RA) and at the meeting with the Dean of Postgraduate Teaching, the MVLS Graduate School was responsible for the oversight and governance of all Taught Postgraduate (PGT) programmes within the College of MVLS through the Postgraduate Teaching Committee (PGTC), which was chaired by the Dean of Postgraduate Teaching. The Dean of Postgraduate Teaching reported directly to the Head of College and the College Management Group, and the PGTC reported to the College Learning & Teaching Committee, which was chaired by the Dean of Learning and Teaching. However, managerial responsibility and accountability for College staff who contributed to Graduate School teaching lay with the Heads of Schools and Directors of Research Institutes.

3.3.2 PGT programmes in the Graduate School were grouped into five distinct 'clusters', which were created to promote course sharing and good practice within programmes of overlapping academic themes: Animal & Plant Sciences; Biomedical Sciences; Health & Wellbeing; Medical & Clinical Sciences; and Medical Professions. These clusters were overseen by programme leads or Research Institute/School representatives from those areas. Cluster leaders were also members of the PGTC, which was responsible for overseeing the implementation of teaching policy and governance into postgraduate teaching, reviewing new programmes and programme changes, and implementing College strategy into the Graduate School's PGT programmes.

3.3.3 The Review Panel noted that the MVLS Graduate School was a complex organisation, with staff contributing to teaching from seven Research Institutes and three Schools. However, the Panel also noted that a clear organisational structure had been created, with programmes being grouped into five distinct 'clusters'. The Panel agreed that the structure of the Graduate School had greatly assisted with programme development, academic governances, and quality assurance. The Panel also agreed that cluster leads having seats on the PGTC, and the chair of the PGTC having a place on the College LTC, created clear lines of communication between the clusters and the College Management Group, and allowed clusters to influence decisions made by the College Management Group. Therefore, the Review Panel **commends** the Graduate School's organisational structure and recognises the positive impact that this has had on programme development, academic governance, quality assurance and decision making.

4.   Learning and teaching enhancement

4.1   Development of graduate attributes and work placement opportunities

Careers guidance

4.1.1 The RA noted that careers events were run for students throughout the year by the College, the University's Careers Service, and by the programmes themselves. In addition to this, postgraduate research conversion events were run several times throughout the year to introduce PGT students to the broad range of research being covered in the College at PhD level. These events allowed students to meet current PGR students and ask questions about their experiences of PhD study. Some programmes had also developed their own schemes to promote interaction between their current students and alumni. For example, former Masters students who had gone on to study PhDs within the College often participated in induction events for new Masters students and helped them throughout the year to feel engaged with the broader research community. These students also served as role models for PGT students with aspirations to study for a PhD. In the Health & Wellbeing Cluster, a number of MSc in Global Mental Health alumni who were also GTAs contributed to a careers session, and alumni from programmes such as the MSc in Human Nutrition were invited back to the University for a careers symposium to discuss potential career options with students.

4.1.2 At the meeting with PGT students, most students informed the Review Panel that they had received careers guidance or attended careers sessions organised by the Graduate School. However, some students expressed concerns that careers guidance was too undergraduate focused and not specific to PGT or was overly-focused on academic careers and progression to PhD studies, rather than careers outside of academia. Students also informed the Panel that careers sessions took place too late in their programme to be of use and that they would have welcomed this information at the start of their programme to help inform their course choices. Therefore, the Review Panel **recommends** that the Graduate School should review the provision of careers advice given to students, particularly in relation to non-academic careers and the timing of guidance, to meet the specific needs of students.

External and professional linkages

4.1.3 The Review Panel noted from the RA that 344 external staff contributed to teaching on programmes in the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters, and that this level of external staffing was particularly high due to the professional nature of the programmes and extensive collaboration with the NHS. In addition to teaching on programmes, external experts also contributed to curriculum design on programmes such as the MSc in Global Mental Health, and students had the

opportunity to undertake workplace assessments, projects and internships with a range of external organisations, including the NHS.

4.1.4 The Review Panel **commends** the range of collaborations between Graduate School programmes and external partners, and the involvement of affiliate staff in teaching on professional programmes. However, the Panel also noted that there were further opportunities to build on these collaborations and involve affiliate staff in activities such as providing careers advice to students. Therefore, the Review Panel **recommends** that the Graduate School should consider how more value might be derived from existing external and professional linkages in order to further enhance Graduate School programmes.

Graduate Skills Award

4.1.5 As highlighted in the RA and at the meetings with the Dean of Postgraduate Teaching and MPA staff, the Graduate School had launched a 'Graduate Skills Award' for PGT students in September 2017. This personal development and skills programme provided postgraduate students with opportunities to enhance their transferable skills and graduate attributes through a range of lectures and a series of workshops which had been specifically designed to improve employability. In so doing, the award offered students a wide range of activities on topics such as interview techniques, volunteering, leadership, research integrity, and communicating science. The Graduate Skills Award was available to both on-campus and Online Distance Learning (ODL) students. Each year, the Graduate School added new content to the programme, and there were plans to acknowledge students participating in the COP26 Climate Change Conference which was being hosted by Glasgow in November 2021. In order to compete the Graduate Skills Award, students were expected to complete a reflective portfolio at the end of their programme, which was reviewed internally. Completion of the Graduate Skills Award allowed students to receive a certificate and acknowledgment of the Award on their Higher Education Achievement Report (HEAR). The number of students completing the Graduate Skills Award each year had increased from 33 in 2018 during its first year of operation, to 108 in 2020.

4.1.6 At the meeting with MPA staff, the Review Panel was informed that the Graduate Skills Award was continually evolving in response to student needs, and that the Graduate School had secured Learning and Teaching Development Fund (LTDF) money in 2019 to develop an online course on good laboratory management in response to feedback from employers. The Panel was also informed that the Graduate School was working with the College Dean of Learning & Teaching to offer undergraduate students in the College the opportunity to participate in the Graduate Skills Award

4.1.7 The Review Panel agreed that the Graduate Skills Award offered students valuable opportunities to supplement their academic learning and develop their graduate attributes. The Review Panel was also impressed with the Graduate School's efforts to continually develop the Award and its ambitious plans to roll the Award out to undergraduate students in the College. Therefore, the Review Panel **commends** the Graduate School for the development of a 'Graduate Skills Award', which provides PGT students with a range of skills and training activities to enhance graduate attributes and employability.

4.1.8 However, at the meetings with teaching staff and MPA staff, the Panel was also informed that the Graduate Skills Award was supported by a relatively small number of staff. The Panel noted that there was a risk that this could hinder the future sustainability of the Award. Therefore, the Review Panel **recommends** that the Graduate School evaluates the current level of support for the Graduate Skills Award to ensure its future sustainability and long-term success.

4.2 Approaches to assessment

Authentic assessment

4.2.1 As highlighted in the RA, assessments across the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters had been carefully designed to demonstrate the attainment of Intended Learning Outcomes (ILOs), with a focus on the acquired knowledge, clinical expertise, critical analysis and synthesis of novel ideas. Programmes used a mixture of summative and formative assessments, and all assessments were aligned to ILOs. Many of the Graduate School's programmes were delivered in partnership with NHS providers, who were a major employer of its graduates. As a result, assessments were specifically designed to develop skills that would be directly relevant to graduates in clinical workplaces. For example, MSc Oral & Maxillofacial Surgery students were assessed after each module on clinical, technical, and academic attributes using a set of work-based assessments. On another programme, MSc Digital Health Interventions students had the option to undertake an internship that was, in part, assessed on the basis of graduate attributes. Furthermore, students on the Postgraduate Certificate in Positive Behaviour programme undertook assignments that were practice-orientated, and which took into account students' professional requirements.

4.2.2 Elsewhere, students on programmes within the Medical & Clinical Sciences Cluster were able to choose between undertaking a paper-based, lab-based or industry-based project/internship. Programmes within the Cluster had links with domestic and international companies and sports clubs who were willing to take on project students, allowing students to develop their professional skills. For example, students within the MSc Sport & Exercise Sciences and Medicine programme were able to apply for project funding from the Cathcart Scholarship to gain international experience within an elite sporting environment. Within a lab-based setting, students had the opportunity to undertake projects with leading scientists, enabling them to develop the necessary skills for a career in academia.

4.2.3 The Review Panel noted that the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters utilised a range of authentic assessment methods across its programmes. The Panel also noted that assessments such as work-based projects, assessed internships, and practical assignments allowed students to develop skills that would be directly relevant to their chosen careers. Therefore, the Review Panel identified the range of authentic assessments offered to students as an example of **good practice** within the Graduate School.

4.2.4 However, at the meeting with PGT students, the Panel was informed by some students that there was an over-reliance on some programmes on traditional forms of assessment such as essays. On some courses these essays were 'high stakes' and constituted 100% of the overall assessment for the course. Students also raised concerns that essays were not relevant to the tasks that they would be expected to undertake in their chosen career and that they had little prior experience of essay writing. Given the alignment of the Graduate School's PGT programmes to professional practice, the Review Panel **recommends** that the Graduate School should build on the excellent existing examples of authentic assessment to deploy these types of assessment more pervasively across the portfolio.

High stakes assessments

4.2.5 Echoing concerns raised in the meeting with PGT students, the Panel noted from the RA and from the meeting with teaching staff that the switch towards online learning and assessment during the COVID-19 Pandemic had highlighted some issues relating to the delivery of assessment, which had led to many programmes reassessing the use of high-stakes exams and considering the greater use of continuous assessment that

more closely aligned to intended learning outcomes. Therefore, the Review Panel **recommends** that the Graduate School should draw on the lessons learned during the COVID-19 Pandemic to encourage a move away from high-stakes assessments towards types of assessment that align more closely with intended learning outcomes and ensure the effective development of subject expertise.

Aligning assessment outcomes and feedback

4.2.6 As noted in the RA, assessment support was provided to students using a range of different methods, including live webinars, and student support sessions where students could ask programme staff questions about assignments. Assessment questions and marking methods were also discussed thoroughly at the Examination Board meetings each year, and External Examiners reviewed courses, assessments and marking within courses to ensure consistency. In addition to this, student satisfaction with assessment and feedback was reviewed at Staff-Student Liaison Committee (SSLC) meetings and through feedback obtained via course evaluation surveys.

4.2.7 At the meeting with PGT students, students informed the Review Panel that they were generally satisfied with the guidance and support that they received from staff in relation to their summative assessments. Students also informed the Panel that students had the opportunity to raise any issues relating to assessments at SSLC meetings. However, some students highlighted concerns that written feedback received on assessments did not always reflect the mark that they had been awarded. For example, one student noted that they had received a 'B' grade for an assessment but the written feedback had described their work as 'excellent'. Other students informed the Panel that there was a lack of consistency between markers and that there was sometimes a lack of clarity about why they had received a particular grade and what they could do to improve their mark. Therefore, the Review Panel **recommends** that the Graduate School ensures that assessment outcomes and feedback are consistently aligned to the grade related criteria across all programmes and that consideration be given as to how feed forward could effectively be used to support student development.

4.3 Staff support

Mentoring and support for staff

4.3.1 Regarding support for teaching staff in the Graduate School, the RA noted that the majority of staff that taught on PGT programmes were embedded within School and Research Institutes and that formal mentoring schemes existed in these units to support their career development. All new staff had access to the Postgraduate Certificate in Academic Practice (PGCAP) programme run by the University's Learning Enhancement & Academic Development Service (LEADS) to support their teaching development. The MVLS Digital Education Team also provided weekly training sessions for teaching staff. Recordings of these sessions, along with 'how to' guides were available to Graduate School staff on Moodle. However, the RA acknowledged that not all staff had taken these courses and that this could sometimes lead to differences in the student experience across programmes. The RA also acknowledged that there was an over-reliance on the good will of busy practising clinical staff to provide a clinical overview of some programmes. Regarding the involvement of postdoctoral researchers and PhD students (Graduate Teaching Assistants) in teaching, the RA noted that these staff contributed to teaching sessions on a number of programmes, and that this provided them with valuable opportunities to develop their skills as educators.

4.3.2 At the meeting with teaching staff, staff informed the Review Panel that they felt well supported by their colleagues and that the support provided by the MVLS Digital

Education Unit had been exceptional. Staff also informed the Panel that the PGCAP had really helped them in the development of their teaching skills. However, some staff members noted that the PGCAP was not offered to affiliate staff teaching on clinical programmes because Early Career Development Programme (ECDP) staff had to be prioritised for PGCAP places, and capacity restrictions meant that it was not possible to offer places for these staff. Regarding career development, some staff expressed concerns that they did not have access to formal mentoring or continuing professional development opportunities to enable them to gain promotion. Staff also noted that the complex structure of the College, and the relationship between Schools, Research Institutes and the Graduate School, made it difficult for them to receive recognition for their teaching contributions - this was particularly the case for staff who taught on multiple programmes that were owned by a combination of Research Institutes and Schools. Furthermore, given the complex structure of the College, it was sometimes challenging to identify which Schools or Research Institutes were responsible for mentoring and providing career development opportunities for staff, and what role the Graduate School was expected to take in relation to this.

4.3.3 Regarding teaching support, the Panel noted that Graduate Teaching Assistants (GTAs) were used occasionally as a matter of routine on course offered within the three clusters under review, though GTAs were less commonly used in courses with no labs. Staff informed the Panel that GTAs had indeed been employed to assist with teaching on some programmes. These GTAs had helped to alleviate some of the pressure on teaching staff, but staff were sometimes not informed in advance if their programme was due to be allocated a GTA. Staff also expressed concerns that programmes required long-term support but that GTAs were usually only allocated on a temporary basis, which made it difficult to plan ahead. However, the Panel was also informed that this was only the case for a few Graduate School programmes because on most Graduate School programmes GTAs were recruited and appointed (rather than being allocated) directly by course leaders for routine involvement in planned teaching sessions every year.

4.3.4 Given the concerns raised by staff in relation to career development, mentoring and support for teaching, the Review Panel **recommends** that the Graduate School reviews, with a view to strengthening, the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes, including early-career staff, Learning, Teaching & Scholarship staff, and affiliate staff, to assure the quality of the student learning experience across the portfolio.

Learning, Teaching & Scholarship staff

4.3.5 At the meeting with the Dean of Postgraduate Teaching, the Review Panel was informed that a new staffing initiative had been introduced in 2018 to allow staff on the Learning, Teaching & Scholarship (LTS) track to become more involved in the design and delivery of PGT programmes in the Graduate School. Four members of staff were employed to work across the Graduate School's PGT portfolio to deliver new teaching resources, review the Graduate School's teaching methods, help with the pedagogical design of new courses and programmes, and support academics, who were mostly Research Institute-based. This new initiative had proved successful and had been well-received by staff. As a result of this success, the initiative had recently been expanded to support the Graduate School's considerable growth in student numbers. These LTS staff were supported by senior graduate school academic staff and by cluster and programme leads in the areas that they worked in. These staff were also members of the University's Early Career Development Programme (ECDP) and had been allocated mentors through that programme.

4.3.6 In addition to this, the Dean of Postgraduate Teaching informed the Panel that the Graduate School had recently created 12 new fixed-term teaching posts to support the growth in student numbers. These positions were not attached to a specific School or Research Institute, which allowed the posts to work flexibly across the Graduate School's PGT portfolio to support teaching staff and programmes. The posts had been specifically designed as training posts, providing postdoctoral and other early-career researchers with the opportunity to gain experience in a teaching post, and enabling them to apply for either Research and Teaching or LTS posts at Glasgow or elsewhere when their positions ended. With this in mind, the Graduate School had worked with LEADS to offer these staff access to courses as part of the Postgraduate Certificate in Academic Practice (PGCAP), with a view to enhancing their career development. Furthermore, these staff had been encouraged to develop their teaching skills by accessing a wide range of training opportunities delivered throughout the College and the University. As part of their roles, these staff were involved in teaching alongside the Graduate School's permanent staff, assisting with the redevelopment of course and programme approval processes, and working with staff individually to help tailor personalised skills training. These staff were also members of clusters and the relevant School and Research Institute learning and teaching teams.

4.3.7 In the meeting with teaching staff, the Review Panel was informed that the addition of four LTS staff and 12 fixed-term teaching posts in the Graduate School had been extremely helpful and had helped to reduce the pressure on PGT teaching staff. Staff also informed the Panel that LTS staff had greatly assisted with assessment design and the development of new teaching resources. Therefore, the Review Panel **commends** the Graduate School for employing four Learning, Teaching & Scholarship staff and creating 12 new fixed-term teaching positions, and for using these staff strategically to develop teaching materials, design new programmes and enhance the quality of teaching provision across the PGT portfolio.

4.4 Balance between teaching and research

Attitudes towards teaching

4.4.1 The Review Panel noted that some staff had raised concerns in the staff survey and in the meeting with teaching staff about the status of teaching relative to research in the Research Institutes. In particular, some staff informed the Panel that Research Institutes were primarily focused on staff securing research grants and writing publications for high impact journals at the expense of teaching. Consequently, activities such as running programmes and courses, and supervising postgraduate students were not fully recognised by line managers during the Performance & Development Review (P&DR) and Academic Promotions processes. This, in turn, acted as a disincentive for staff in some Research Institutes to fully engage in teaching, resulting in an uneven allocation of teaching and supervision responsibilities amongst the remaining staff. Furthermore, the status of teaching in some Research Institutes meant that some research-focused staff had relatively little teaching experience and were not prepared for running programmes or teaching students - a concern which some staff believed had resulted in inconsistencies in the quality of teaching on some programmes.

4.4.2 The Panel shared the concerns of staff about the relative worth of research and teaching in some Research Institutes towards teaching. Therefore, the Review Panel **recommends** that the College Management Group develops and deploys further mechanisms to reinforce the value of teaching in Research Institutes in order to underpin the high quality portfolio of programmes currently offered by the Graduate School.

Prioritisation of undergraduate teaching in Schools

4.4.3 At the meeting with teaching staff the Panel was informed that some Schools had a tendency to prioritise undergraduate teaching over postgraduate teaching and that it was not always clear how PGT programmes fitted into their strategic vision. As a result, some staff felt unsupported by their Schools and unable to receive recognition for their contributions to postgraduate teaching and programme development. Staff also raised concerns that the lack of priority given to PGT teaching relative to undergraduate teaching in some Schools had made it difficult to identify staff to teach on programmes and served as a potential barrier to further PGT programme development. Therefore, the Review Panel **recommends** that the College Management Group takes action to dispel any perceptions within the College that PGT programmes are of less importance than UG programmes.

4.5 Responding to challenges

Response to the COVID-19 Pandemic

4.5.1 As noted in the RA and at the meetings with the Dean of Postgraduate Teaching and teaching staff, the COVID-19 Pandemic had had a significant impact on teaching delivery in the Graduate School. Some professional programmes were unable to run in the 2020-21 academic session because affiliate staff working for the NHS were pulled into the COVID-19 response and were unable to commit to teaching. In other areas such as Dentistry, enrolment was deferred due to the disruption caused by the Pandemic, although an enhanced simulation programme had been developed to mitigate against the loss of patient contact, and additional sessions had been arranged following the reinstatement of clinics to allow students to catch up.

4.5.2 The Pandemic had also had a significant impact on staff involved in the teaching and administration of Graduate School programmes. In particular, the Pandemic had resulted in an increase in staff workload, and a need to acquire new skills within a very short timeframe. To ensure continued engagement and support from staff during the Pandemic, many programme leads had instigated regular online meetings with teaching teams and support staff. In relation to students, the Pandemic had resulted in an increase in the number of students suffering from mental health related issues. This, in turn, had contributed to a greater number of Good Cause submissions and requests for extensions, and an increase in the number of students placed on Fitness to Study Leave of Absence. There had also been a small increase in the number of student withdrawals compared to previous years.

4.5.3 In general, as with most other parts of the University, the Pandemic had resulted in the majority of previously face-to-face teaching being delivered online. This change had to be made quickly to ensure that students did not miss out on teaching and to ensure that they were not disadvantaged by the changes. Staff also had to develop and update their skills and resources to ensure that their teaching was suitable for an online environment. In so doing, staff had been greatly assisted by the College's Digital Education Unit and the resources that they had produced. To assist with online study and peer support, many programmes had utilised Zoom drop-in sessions and Microsoft Teams communities. Technologies used for online learning had also generated opportunities, with features such as breakout rooms allowing for discussion between students following online lectures. Feedback from staff and students had been largely positive about such flipped learning approaches, and the Graduate School was exploring how these approaches could be used to enhance on-campus teaching in the future. Furthermore, the switch to online assessments had encouraged programmes to move away from exams and consider greater use of continuous assessment.

4.5.4 The Review Panel recognised the considerable efforts made by Graduate School staff to adapt to online teaching, and to maintain student engagement. The Panel also

welcomed the Graduate School's willingness to use some of the lessons learned during the Pandemic to redesign assessments and enhance future teaching provision. Therefore, the Review Panel identified the Graduate School's response to the COVID-19 as an example of **good practice**.

Openness to facing challenges

4.5.5 In addition to the challenges that had been posed by the COVID-19 Pandemic, the Review Panel had a detailed and open discussion with the Dean of Postgraduate Teaching and the cluster leads about the other challenges that the Graduate School was facing. These challenges included: managing the growth in PGT numbers; managing the growth of programmes and microcredential courses; encouraging student engagement with Online Distance Learning courses; and managing the tension between research and teaching. The Panel also noted from the RA that most of the challenges faced by the Graduate School were the result of increased recruitment and the lack of ability to accurately predict student numbers for the following year. In particular, fluctuations in student numbers had a significant impact on staff workload, the availability of dedicated lab spaces, and access to clinical skills training and placements. In order to address this, the Graduate School had collaborated with Planning Insights and Analysis (PIA) on the application of new modelling analysis to its programmes and had worked closely with External Relations to map trends. The Review Panel welcomed the Graduate School management team's openness about the challenges that it currently faced and the team's willingness to adopt new strategies to tackle these challenges, and highlighted this as an area of **good practice**.

5. The student voice

5.1 Responding to student feedback

Closure of feedback loops

5.1.1 As noted in the RA, the University's Course Evaluation Policy sets out the University's requirements for gathering, presenting and responding to feedback from students via anonymous surveys. These surveys are produced and distributed to students using EvaSys course evaluation software, which provides standardised data that can be compared across levels of organisation. The timing of surveys sent out by the Graduate School did not allow for feedback on the appropriateness of summative assessments or the usefulness of feedback provided to students, although the rationale for sending surveys to students at the end of courses was to gain insights into teaching provision outwith the assessment process. In most parts of the College, the information provided by EvaSys was regarded as a helpful measure of student engagement, and the response to student feedback provided by staff allowed students to see how their comments and concerns were being implemented in the following year or applied to future courses. However, the RA raised concerns about low completion rates due to survey fatigue, particularly when the same survey was sent for each course. Concerns were also raised that staff did not always complete Summary and Response Documents (SARDs) for students after receiving their feedback. This had led to students being unsure about whether their feedback had been acknowledged or acted upon by staff, which further impacted on student engagement with the course evaluation process.

5.1.2 In addition to course evaluation surveys, the RA noted that Staff-Student Liaison Committees (SSLCs) were used in all areas of PGT provision across the Graduate School, and that official class representatives from each programme, who were trained by the Students' Representative Council (SRC), regularly met with programme teams. These meetings were usually productive, particularly when student representatives had the opportunity to gather feedback from fellow students on their programme prior to the

meeting. SSLC meetings for Online Distance Learning (ODL) programmes had always taken place via Zoom. However, student engagement with SSLCs on these programmes had not been as good as for face-to-face programmes, and some programmes had experienced difficulties recruiting student representatives. This, in turn, had made it difficult for staff to engage with students on these programmes.

5.1.3 SSLCs and the closure of feedback loops was discussed in the meeting with PGT students. Students informed the Review Panel that they were satisfied with the operation of SSLCs and that the number of SSLC meetings held over the course of their programme had been sufficient. Students also suggested to the Panel that it might be helpful to send course evaluation surveys out to students in the middle of each course, rather than at the end, to allow staff to address student concerns prior to the course finishing.

5.1.4 While the Panel agreed that students were generally content with the operation of SSLCs, the Panel noted from the documentation provided by the Graduate School that the availability of SSLC minutes was only partially satisfactory. In particular, the Panel noted that some programmes in the Health & Wellbeing Cluster had returned no SSLC minutes, and that the majority of programmes in the Medical Professions Cluster had returned no SSLC minutes. However, it was unclear whether the absence of these minutes was the result of meetings not taking place or of minutes not being recorded and stored centrally. Echoing the comments made in the RA, the Panel also noted that some programmes had not produced SARDs in response to student feedback and that response rates for course evaluation surveys had been variable across programmes. Therefore, the Review Panel **recommends** that the Graduate School liaises with the Senate Office to develop a strategy for increasing student response rates for EvaSys course evaluation surveys, and that the Graduate School explores the possibility of sending mid-semester surveys to students to enhance student engagement. To facilitate the closure of feedback loops, the Review Panel also **recommends** that the Graduate School develops a mechanism to ensure that Summary and Response Documents are completed for all courses and that SSLC minutes are recorded and stored centrally for every programme. The Graduate School should also ensure that there is effective communication of the actions taken in response to feedback to both students and staff.

6.   Supporting student wellbeing

6.1   Student support mechanisms

Administrative support

6.1.1 As noted in the RA and at the meeting with MPA staff, administrative staff acted as a central contact point for students, and named administrators were in place for each programme to make it easier for students to direct any non-academic questions to members of the MVLS Graduate School administration team. The centralised team were also trained to signpost students to other relevant University support services if their problems could not be resolved locally. The Review Panel noted that the appointment of dedicated administrators for each programme helped to ensure continuity of support for students and teaching staff, and highlighted this as an example of **good practice** in the Graduate School.

6.1.2 At the meeting with teaching staff, the Panel also received positive feedback about the dedication and level of support that they had received from the Graduate School administration team. The positive role played by members of the administration team was further illustrated at the meeting with MPA staff, where the Panel observed that staff were enthusiastic and committed to enhancing the student experience - an approach that was demonstrated by the leading role played by MPA staff in the

development of the Graduate Skills Award and the Postgraduate Information Hub webpage. Therefore, the Review Panel identified the quality of administrative support as another area of **good practice** in the Graduate School.

6.1.3 However, the RA acknowledged that one potential issue with this approach to organising administrative support was that students became overly dependent on individual members of MPA staff for support with mental health issues, instead of seeking the appropriate medical support or support from University services such as Counselling and Psychological Services (CAPS). This was highlighted as an issue in the 2019 PSR report for the Biomedical Sciences and Animal & Plant Sciences clusters. Since that PSR, a number of changes had been made in the Graduate School to address this. The University had also introduced a network of Student Support Officers who worked in partnership with key student services to provide guidance to students on issues such as accessing CAPS, accessing support for disabilities, and strategies for improving health and wellbeing. At the meeting with the Dean of Postgraduate Teaching, the Review Panel was informed that the Graduate School would be allocated a 0.5FTE post in this area shortly.

6.1.4 In the meeting with MPA staff, staff raised concerns that they were spending considerable amounts of time responding to student queries relating to issues such as student welfare, mental health support, and financial support. Although staff were eager to help students and provide emotional and pastoral support, the increased number of student queries had resulted in some staff becoming overstretched. The Panel acknowledged the efforts of MPA staff to support their students but agreed that it was not sustainable for members of MPA staff to respond to large numbers of student queries. The Panel also noted that the appointment of a Student Support Officer in the Graduate School would help to relieve some of the pressure on MPA staff and clarify the lines of responsibility for student support. Therefore, the Review Panel **recommends** that the College clarifies the lines of responsibility for student support in the Graduate School, including ensuring that the new Student Support Officer role interfaces effectively with Graduate School MPA staff and University student support services.

Postgraduate Information Hub webpage

6.1.5 As noted in the RA and at the meeting with MPA staff, administrative staff were the main point of contact for pre-arrival students after they had accepted their offer from Glasgow. As a result, administrative staff responded to a range of student queries on topics such as accommodation, visas and travel. In response to this, and to the disruption caused to students by the COVID-19 Pandemic, the Graduate School had developed a 'Postgraduate Information Hub' webpage. This page provided a forum for prospective students to obtain information about the University and contained key dates and recordings of Q&A sessions with programme teams for each programme. Since its introduction, the Postgraduate Information Hub webpage had received positive feedback from students, and the webpage had been regularly updated to ensure that students had access to the most up-to-date information. The Review Panel agreed that the Postgraduate Information Hub webpage was a valuable resource, which provided prospective students with access to key pieces of information to assist with their transition to postgraduate studies at Glasgow. The Panel also noted that the webpage would allow students to receive swift answers to their questions and help to reduce the number of queries received by members of MPA staff. Therefore, the Review Panel **commends** the Graduate School for developing the Postgraduate Information Hub webpage.

6.2 Retention and progression

6.2.1 The RA stated that retention rates were high across all PGT programmes, although there had been a few instances of students withdrawing due to the disruption caused by the COVID-19 Pandemic, particularly on clinical programmes where students were required to return to their NHS front line positions as part of the COVID-19 response.

6.2.2 The RA also stated that the mean pass rate for PGT courses in the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters was 93% (93% for Health & Wellbeing; 96% for Medical & Clinical Sciences; and 91% for Medical Professions) in the 2019-20 academic session and that this was in line with the University as a whole.

7.   Summary and conclusions

7.1   Key strengths

The Review Panel identified the following areas as key strengths:

- The Graduate School's organisational structure.

- The range of collaborations between Graduate School programmes and external partners.

- The range of PGT subject provision offered across Graduate School programmes and the willingness of academic staff to identify and market opportunities for programme development in response to external demand and the Graduate School's strategic aims.

- The development of a 'Graduate Skills Award' to enhance graduate attributes.

- The employment of four Learning, Teaching & Scholarship staff and 12 new fixed-term teaching positions to enhance the quality of teaching provision across the PGT portfolio.

- The development of a Postgraduate Information Hub webpage.

- The range of authentic assessments offered to students by Graduate School staff and the willingness of staff to use the lessons learned from the COVID-19 Pandemic to redesign assessments.

- The Graduate School management team's openness to facing challenges.

- The dedication of academic staff running Graduate School programmes and courses.

- The quality and commitment of administrative support staff, and the appointment of dedicated administrators for each programme.

7.2   Areas for enhancement

The Review Panel highlighted the following areas as opportunities for further work:

- Communication of the Graduate School's plans for student and programme growth to ensure that administrative, staffing or teaching issues can be identified at an earlier stage.

- The provision of careers advice to students and the use of existing external and professional linkages to enhance graduate attributes.

- Support for the Graduate Skills Award.

- Use of authentic assessments more consistently across the PGT portfolio, reduction in the use of high stakes assessments, and the alignment of assessment outcomes and feedback.

- Boosting the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes.

- Reinforcing the value of teaching and the importance of PGT provision in Schools and Research Institutes.

- Enhancing the successful closure of student feedback loops and improving communication about routes to closure to students and staff.

- Clarifying the lines of responsibility for student support in the Graduate School.

Specific recommendations addressing these areas for work are listed in the table below, as are a number of further recommendations on particular matters.

7.3 Conclusion

The Review Panel concluded that the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters were committed to enhancing the quality of teaching provision across their programmes. In particular, the Panel recognised the significant work that had been undertaken by the Graduate School since 2012, including the development of an organisational structure that has impacted positively on programme development, academic governance, quality assurance and decision making. The Panel also recognised the Graduate School's commitment to developing students' graduate attributes and enhancing the quality of teaching provision across its PGT portfolio through the introduction of a 'Graduate Skills Award', the employment of four Learning, Teaching & Scholarship staff and 12 fixed-term teaching staff, and through the provision of authentic assessment opportunities. Furthermore, the Panel acknowledged the efforts that the Graduate School had made to support students through dedicated administrative support and through the development of a Postgraduate Information Hub webpage. The Panel has made a number of recommendations, identifying opportunities for the Graduate School to further enhance the quality of its learning and teaching provision. However, these recommendations should not detract from the Panel's overall view of a well-functioning Graduate School and the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters as highly successful components of its portfolio of taught programmes.

8. Commendations

The Review Panel commends the MVLS Graduate School on the following, which are listed **in order of appearance** in this report:

Commendation 1

The Review Panel **commends** the Graduate School's organisational structure and recognises the positive impact that this has had on programme development, academic governance, quality assurance and decision making. [Paragraph 3.3.3]

Commendation 2

The Review Panel **commends** the range of collaborations between Graduate School programmes and external partners, and the involvement of affiliate staff in teaching on professional programmes. [Paragraph 4.1.4]

Commendation 3

The Review Panel **commends** the Graduate School for the development of a 'Graduate Skills Award', which provides PGT students with a range of skills and training activities to enhance graduate attributes and employability. [Paragraph 4.1.7]

Commendation 4

The Review Panel **commends** the Graduate School for employing four Learning, Teaching & Scholarship staff and creating 12 new fixed-term teaching positions, and for using these staff strategically to develop teaching materials, design new programmes and enhance the quality of teaching provision across the PGT portfolio. [Paragraph 4.3.7]

Commendation 5

The Review Panel **commends** the Graduate School for developing the Postgraduate Information Hub webpage. [Paragraph 6.1.5]

9. Good practice

- The range of authentic assessments offered to students. [Paragraph 4.2.3]

- The Graduate School's willingness to use some of the lessons learned during the COVID-19 Pandemic to redesign assessments and enhance future teaching provision. [Paragraph 4.5.4]

- The Graduate School management team's openness to facing challenges. [Paragraph 4.5.5]

- Appointment of dedicated administrators for each programme. [Paragraph 6.1.1]

- The quality of administrative support. [Paragraph 6.1.2]

10. Recommendations for further enhancement

10.1.1 The recommendations for enhancement detailed in the table below are aligned to the four key thematic sections of the Reflective Analysis as follows, with the recommendations listed in order of priority within each section:

- Strategy for development

- Learning and teaching and enhancement

- The student voice

- Supporting student wellbeing

Periodic Subject Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters

RECOMMENDATIONS

THEMATIC ACTIVITY: (Section 1: Strategy for development)	Enhancement benefits	For the attention of	For information
Communication of Graduate School's strategy for growth			
The Review Panel **recommends** that the Graduate School, in conjunction with the College Management Group, develops mechanisms to ensure that teaching and MPA staff are appropriately consulted and involved in the Graduate School's planning for student and programme growth as part of the annual planning process.	Improved communication, creating the opportunity for more effective alignment of resources with the Graduate School teaching portfolio leading to an enhanced student and staff experience.	Dean of Postgraduate Teaching, Alison Wallace (MVLS College Head of Academic & Student Administration), and College Management Group	Head of College
THEMATIC ACTIVITY: (Section 2: Learning and teaching enhancement)	Enhancement benefits	For the attention of	For information
Developing graduate attributes			
The Review Panel **recommends** that the Graduate School should review the provision of careers advice given to students, particularly in relation to non-academic careers and the timing of guidance, to meet the specific needs of students.	Enhances graduate attributes and employability. Allows students to make strategic decisions about which courses to take. Gives students a sense of the range of career opportunities available.	Dean of Postgraduate Teaching, and Cluster Leads	Careers Service
The Review Panel **recommends** that the Graduate School should consider how more value might be derived from existing external and professional linkages in order to further enhance Graduate School programmes.	Enhances graduate attributes and employability. Gives students a sense of the range of career opportunities available.	Dean of Postgraduate Teaching, Cluster Leads, and affiliate staff	

Graduate Skills Award			
The Review Panel **recommends** that the Graduate School evaluates the current level of support for the Graduate Skills Award to ensure its future sustainability and long-term success.	Enhances graduate attributes and employability.	Dean of Postgraduate Teaching, Cluster Leads, Alison Wallace (MVLS College Head of Academic & Student Administration), and Tracy Maxwell (MVLS PGT Academic Governance Manager)	
Assessment and feedback			
The Review Panel **recommends** that the Graduate School should build on the excellent existing examples of authentic assessment to deploy these types of assessment more pervasively across the portfolio.	Enhances graduate attributes and employability. Provides students with more opportunities to demonstrate their attainment of the intended learning outcomes. Provides students with a more varied learning experience.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service
The Review Panel **recommends** that the Graduate School should draw on the lessons learned during the COVID-19 Pandemic to encourage a move away from high-stakes assessments towards types of assessment that align more closely with intended learning outcomes and ensure the effective development of subject expertise.	Reduces the emphasis on high-stakes assessments. Provides students with more opportunities to demonstrate their attainment of the intended learning outcomes.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service
The Review Panel **recommends** that the Graduate School ensures that assessment outcomes and feedback are consistently aligned to the grade related criteria across all programmes and that consideration be given as to how feed forward could effectively be used to support student development.	Allows students to learn from their feedback and improve the quality of their work.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service

Mentoring and support for staff			
The Review Panel **recommends** that the Graduate School reviews, with a view to strengthening, the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes, including early-career staff, Learning, Teaching & Scholarship staff, and affiliate staff, to assure the quality of the student learning experience across the portfolio.	Improves career development opportunities for staff. Allows staff to further develop their teaching skills. Reduces pressure on staff teaching on programmes.	Dean of Postgraduate Teaching, and Cluster Leads	Learning Enhancement & Academic Development Service
Reinforcing the value of postgraduate teaching			
The Review Panel **recommends** that the College Management Group develops and deploys further mechanisms to reinforce the value of teaching in Research Institutes in order to underpin the high quality portfolio of programmes currently offered by the Graduate School.	Reinforces the value of postgraduate teaching in Research Institutes. Allows staff to receive greater recognition for teaching and programme development in the Performance and Development Review, and Promotions processes. Enhances the quality of teaching on Graduate School programmes. Ensures that more staff are involved with teaching on PGT programmes and reduces pressure on staff currently involved with teaching.	Head of College and College Management Group	Professor Moira Fischbacher-Smith (Vice-Principal, Learning & Teaching)
The Review Panel **recommends** that the College Management Group takes action to dispel any perceptions within the College that PGT programmes are of less importance than UG programmes.	Reinforces the value of postgraduate teaching in Schools and Research Institutes. Enhances the quality of teaching on Graduate School programmes. Allows staff to receive greater recognition for teaching and programme development in the Performance and Development Review, and Promotions processes.	Head of College and College Management Group	Professor Moira Fischbacher-Smith (Vice-Principal, Learning & Teaching)

THEMATIC ACTIVITY: (Section 3: The student voice)	Enhancement benefits	For the attention of	For information
Closure of feedback loops			
The Review Panel **recommends** that the Graduate School liaises with the Senate Office to develop a strategy for increasing student response rates for EvaSys course evaluation surveys, and that the Graduate School explores the possibility of sending mid-semester surveys to students to enhance student engagement. To facilitate the closure of feedback loops, the Review Panel also **recommends** that the Graduate School develops a mechanism to ensure that Summary and Response Documents are completed for all courses and that SSLC minutes are recorded and stored centrally for every programme. The Graduate School should also ensure that there is effective communication of the actions taken in response to feedback to both students and staff.	Improves response rates for course evaluation surveys and ensures that a more representative sample of student feedback is received. Allows staff to make changes to programmes in response to student feedback. Allows staff to demonstrate how they have responded to student feedback. Enhances student engagement with programmes.	Dean of Postgraduate Teaching, Linda Atkinson (PGT Manager, MVLS Graduate School), Tracy Maxwell (MVLS PGT Academic Governance Manager) and Richard Lowdon (Senate Office)	
THEMATIC ACTIVITY: (Section 4: Supporting student wellbeing)	Enhancement benefits	For the attention of	For information
Student wellbeing support			
The Review Panel **recommends** that the College clarifies the lines of responsibility for student support in the Graduate School, including ensuring that the new Student Support Officer role interfaces effectively with Graduate School MPA staff and University student support services.	Improves the quality of mental health support provided to students. Reduces the pressure on MPA staff. Clarifies the lines of responsibility for student support amongst staff in the Graduate School. Provides students with greater clarity about who to contact for support.	Dean of Postgraduate Teaching, Alison Wallace (MVLS College Head of Academic & Student Administration) and the new Student Support Officer	Counselling & Psychological Services

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Report of Periodic Subject Review of Urban Studies held on 25 and 26 May 2021
Cover Sheet

Mrs Lesley Fielding, Senate Office

Brief Description of the Paper

Report of the Periodic Subject Review Urban Studies held on 25 and 26 May 2021.

In line with sector best practice the University continues to review its Periodic Subject Review (PSR) process to ensure it remains relevant and continues to demonstrate a more explicit focus on enhancement. Due to the significant impact of the COVID pandemic and the move to remote working, the PSR was managed in an online format.

The agenda, format, and objectives for the PSR remained the same but new operational guidance was created to provide assurance and support for everyone involved including the panel, school, staff, and students. The guidance notes were informed by benchmarking across the sector to maximise the sharing of best practice and the wider sector experiences. The pilot was discussed and agreed in consultation with QAA (Quality Assurance Agency, Scotland) on behalf of the Scottish Funding Council (SFC) and the outcome will be included in the Annual Quality Report to the SFC in September 2021.

Action Requested

Academic Standards Committee is invited to note the report and the 16 recommendations contained therein that have now been forwarded to those identified for action. (The draft report was reviewed by two members of ASC and the Convener, in accordance with the revised process agreed in session 2019-20.)

Recommended Person/s responsible for taking the action(s) forward

As identified in the Action Plan section of the report.

Resource Implications (where appropriate)

Not applicable.

Timescale for Implementation (where appropriate)

An update to the recommendations will be provided to ASC in six months.

Equality Implications (where appropriate)

As identified in the report.

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Report of Periodic Subject Review of Urban Studies held on 25 and 26 May 2021

Review Panel

Convener	Professor Jill Morrison
External Subject Specialist, University of Edinburgh	Professor Alison Koslowski
Student Representative Council (SRC)	Mr Kevin Leomo
Cognate Member	Professor Kathleen Riach
Elected Member from the University Court	Professor Kirsteen McCue
Academic and Digital Development (ADD), Academic Services	Dr Janis Davidson
Clerk	Mrs Lesley Fielding, Academic Services (Senate Office)

1.   Outcome

1.1   The Panel **confirmed** there were no concerns regarding the academic standards of programmes delivered by Urban Studies and recommended the validation of all programmes for a further six years.

1.2   The Panel **confirmed** that nothing was raised as a concern during the PSR that had not already been identified by the Subject.

1.3   The Panel **confirmed** the Subject had a transparent academic governance and quality assurance structure which aligns to the University regulatory framework.

2.   Summary and Context

2.1   The Subject of Urban Studies is one of five Subjects within the School of Social and Political Sciences in the College of Social Sciences which is one of four colleges within the University. The previous Urban Studies Periodic Subject Review (PSR) was undertaken in March 2015. The Panel was satisfied with the information provided by the School and noted the significant progress made on recommendations from the previous PSR.

2.2   The Convener confirmed the Panel had no authority for allocating resources however the expectation is that solutions to some of the recommendations in this report will be provided in collaboration with key University central professional support services as required and may have wider resource implications.

2.3   The Convener confirmed the PSR was taking place in the context of the Global Pandemic which had resulted in teaching and learning moving online and staff and students working remotely. This was the first year of fully online PSRs being undertaken by the University. While the focus of the review was on progress made since the previous PSR in 2015, the PSR was heavily influenced by the impact of Covid restrictions on the student and staff experiences of the last twelve months.

Staff and Student Participation

2.4   The Panel met staff from across the Subject including those in leadership roles, key academic roles, early career staff, tutors, graduate teaching assistants, professional and support staff with responsibilities for the programmes delivered in Glasgow and Nankai. The Panel met with undergraduate and postgraduate students. Comments

made by staff and students were supportive and constructive and demonstrated that the culture within the Subject was innovative, inclusive and supportive.

School Preparation for PSR

2.5   The Reflective Analysis was drafted and co-ordinated by the Head of Subject and a small team consisting of staff and students.

Student and Staff Numbers and Profile

2.6   The Reflective Analysis confirmed that overall, most programmes had doubled in numbers and total numbers had quadrupled in six years. It detailed the impact this had on workloads, space and resources. Urban Studies does not have FTE information at Subject level as it is not a useful metric for Urban Studies due to:

- the level of service teaching undertaken for wider School and College courses, especially in quantitative methods
- an exceptionally high level of research buy-out
- the Subject's research and impact work expanded and intensified dramatically over the review period
- Between 2014 and 2021, 70-100% of R&T lecturers have held research grants.
- In April 2021, R&T staff line managed 20.5 FTE of research staff.
- The Subject having 3 major externally-funded research centres with R&T staff line managing.

2.7   In 2020/21, 952 students were studying programmes led by Urban Studies, 578 UG and 374 PG.

2.8   In addition to the Subject's own students, Urban Studies provides quantitative research methods training for a further 312 students (198 UG, 85 PGT and 29 PGR) on programmes based in other parts of the School and College.

2.9   Urban Studies has 11.7 FTE of TLS staff: 1 professor, 4 lecturers and 8 tutors. 23 FTE of R&T staff: 12 professors, 7 senior lecturers and 5 lecturers.

2.10   The Panel noted the diversity of the staff and student profile which was inclusive with respect to age, gender, race, disability and background and were confident the Subject Area demonstrated a transparent commitment to the University Equality & Diversity Strategy.

3.   OVERVIEW

3.1   Strategy for Development

The Panel **commends** the Subject on the significant progress made against the recommendations from the previous PSR in 2015. The Subject has delivered a coherent and integrated curriculum that builds on the research excellence available in the Subject.

Strategy and Resources

3.1.1 The Panel **commends** the School for maintaining its reputation and integrity despite the challenges associated with the significant increase in student numbers. It noted that its national and international reputation continues to attract a high level of applicants which aligns with the University strategy for growth in particular disciplinary areas. The Panel noted, from the Reflective Analysis and staff, the challenges presented by the ongoing growth in student numbers which was outwith the School and Subject's control and not part of their strategy. This growth affected the School's ability to plan and had a detrimental impact on the Subject's practice of small group and specialist teaching as required on accredited programmes. The Head of School

indicated that the School required an improved quality of management information in order to plan and manage the workload model. The Panel **recommends** the School and Subject review their strategy for growth, in collaboration with External Relations, to enable them to have greater control over how they grow. This will also allow them to address the issues related to the impact of increased numbers of students on small group teaching."

3.1.2 The Panel noted the concerns of the School and Subject staff regarding the University's revised English language requirements which had lowered the level of English fluency required from applicants to study at Glasgow. This had impacted substantially on the Subject with some international students lacking the appropriate level of English language competency to undertake their studies successfully. Inadequacy of conversational English among some students impacted on their ability to fully engage in the small group learning. The Panel **recommends** that the School and Subject collaborate with colleagues responsible for Admissions within External Relations on the standard of English of international students and to establish the appropriate definition of the terms 'borderline' and 'marginal'. These terms are used during the admissions process to signal that, in those cases where there was any doubt over the applicants suitability or language competence, the Subject wishes to be involved in the decision-making pre-admission.

3.1.3 The Panel noted the exceptional challenges over the past year particularly with regard to January intakes of postgraduate taught students which resulted in a 12 month teaching period for staff. While it is anticipated this situation would not be repeated, it would not be easy to address this under the Workload Model (WLM) in the short term and the considerable strain the extended teaching period has on staff should be recognised. The Panel welcomed the detailed WLM used within the School and Subject and was pleased to note the College plans to undertake a review in due course. The Panel noted some challenges arising from the WLM and identified issues relating to additional work for accreditation processes, lack of time for innovation and teaching preparation for staff, including Early Career staff and Tutors. There was a perception of a lack of parity between Undergraduate and Postgraduate programmes in terms of the WLM. The Head of Subject was noted to have very high line management responsibilities with an inadequate system for delegation of these. The Panel **recommends** that the Subject, School and College review the current Workload Model to identify current inequities and ensure a productive way forward, ensuring clear communication with staff surrounding how the model is operationalised". As currently phrased, it is not clear what the benchmark is for or what it might do, so this perhaps needs to be rephrased by someone more familiar with the review/subject

3.1.4 From discussion with all staff, it was evident that the accreditation processes place a substantial burden on all involved. The Panel **recommends** that the Subject ensures that sufficient time is formally allocated within the WLM for all staff involved in the accreditation process.

Staff and Student Accommodation

3.1.5 It was evident that, to maintain their excellent standard of teaching, the Subject required appropriate specialist teaching accommodation. As outlined previously, the substantial increase of student numbers had impacted on the availability of teaching accommodation which met the Subject's teaching style and the specific requirements of accredited bodies. The Panel **recommends** the School and Subject conduct strategic discussions with University Estates and Administration to resolve the recurring challenges of incompatible accommodation for small group teaching, particularly in relation to Postgraduate Taught programmes and the specialist requirements of postgraduate students and accrediting bodies.

3.1.6 It was noted that the issue of disabled access identified in the previous PSR of Urban Studies in 2015 remained an unresolved issue. In view of the legislative implications as outlined in the Equalities Act 2010, the Panel **recommends** that disabled access to accommodation both for staff and students is reviewed to see if there is any remedy possible for the problem.

Early Career Research Staff

3.1.7 The Early Career Research Staff confirmed they received mentoring, although this tended to be of a more informal nature. The PGCAP was found to be helpful in terms of reflection on teaching, however, the switch to online was seen as detrimental to development. There was a mixed response to the ECDP with ECR staff advising that lack of spaces on seminars and training was problematic. The Panel noted that the ECR staff considered the WLM contained insufficient time for creative pedagogical innovation. This was raised in item 3.1.3.

Tutors

3.1.8 The Panel was pleased to note from the Head of School that the tutor contract and role was under review by the School Management Team. The role of tutor had been introduced in 2017 and the Subject recruited fixed-term post-doctoral Tutors who were line managed by the Head of Subject. From discussions it was evident that some of the tutors were dissatisfied with their current role, citing a perceived lack of awareness and clarity of their position among staff which was exacerbated by the ambiguous and misleading post title. The Panel discerned further issues regarding workload levels and the need for additional support in view of the student facing aspect of this role. The Panel supports the School's plans to review the role of Tutor, and **recommends** the School considers in the review, the role of Tutor together with the post title.

Graduate Teaching Assistants

3.1.9 The Graduate Teaching Assistants (GTAs) interviewed were generally positive about their experience, however, there was a division of opinion regarding the manageability of workloads, particularly with regard to the time allotted for administrative work. Concern was expressed over the level of support provided for new GTAs particularly during the transition to online, where resources for GTA's upskilling surrounding teaching on Teams or Zoom had not been provided. The Panel **recommends** the Subject develop more formal mechanisms to ensure Subject oversight of GTAs' workload and wider activities including mentoring, upskilling and training and support for new appointees. The new GTA Code will be useful in this context.

Good Practice

3.1.10 The Panel noted the instances of the Subject's good practice evident from the Reflective Analysis. However, while this was circulated through regular Learning & Teaching forums and a shared Teams site, the Panel considered there could be more effective networks for sharing good practice, for example disseminating the dialogic feedback more widely. The Panel **recommends** that the Subject explore how good practice could be more widely disseminated and embedded throughout the Subject and School through the establishment of a short-life working group.

4. LEARNING, TEACHING AND ENHANCEMENT

4.1 The Panel noted from the Reflective Analysis, the Subject's continued development of their learning and teaching and useof the current pandemic as an opportunity to learn from the various challenges encountered. The Subject was noted to have engaged fully with the immediate demands brought about by the pandemic through development and improvement of learning and teaching remotely and online. The Panel would encourage the Subject to embed these best practices going forward. The

Panel **commends** the Subject for staff success in the School of Social & Political Sciences Teaching as evidenced by Teaching Excellence Awards, University Students' Representative Council Teaching Award for Innovation and the College of Social Sciences Teaching Excellence award.

Strategic Development for Learning and Teaching

4.2   The Panel was impressed with the collegial and supportive culture evident within the Subject. The challenges of the pandemic had been offset by the introduction of fortnightly WhatsApp/Teams meetings for staff including Tutors and GTAs, that were perceived as very helpful. However, since the cessation of these meetings, staff felt less involved. The Panel **recommends** that the School and Subject continue to support the collegial culture within the Subject to ensure it is maintained going forward as this would enhance the staff experience.

4.3   The Panel noted the Subject's strategic approach centred around active and student-centred learning which aligned well with the University's Learning & Teaching Strategy. The Panel **recommends** the School/Subject leadership consider ways of continuing to embed teaching and learning culture (student-centred learning, impact-led teaching etc) across the subject.

4.4   Staff conveyed that the dissemination of teaching information was not as fluid as it could be. The Panel **recommends** that the Subject reviews the current procedures for disseminating information and consultation processes with staff.

Curriculum Review and Development

4.5   The Panel **commends** the Subject on the level of thought and planning given to developing and enhancing the curriculum. The range of courses, diversification of teaching delivery and research-rich teaching provision were very clear and impressive. It particularly noted and commended the focus on Impact Led Teaching. There was a notable sense of progression and aspiration to develop further and to be flexible to the changes and fast moving technologies that might be used now and in the future. he Professional Accreditation processes contributed to a culture of reflection and continual refinement of the curriculum across the Subject.

4.6   From the Reflective Analysis and discussions with the Head of Subject the Panel noted the work to decolonise the curriculum with the inclusion of race and ethnicity in the undergraduate programme with gender analysis, age, sex, disability and race being taught in some areas.

4.7   The Subject's commitment to developing student staff partnerships in working to help inform new curricula was evident from the documentation. It was suggested that there could be consideration of alignment between the two subjects in joint degrees.

Enhanced Technology and working remotely

4.8   The Panel was satisfied with the Subject's proactive approach to adopting technology and noted from the Reflective Analysis that technology had been identified as a key area for improvement. The students confirmed that IT support had been satisfactory.

4.9   The Panel noted the Subject's use of MS Teams to encourage peer feedback within courses and the Panel would **encourage** the Subject to consider ways to further embed this alongside the other interactive tools across the programme.

4.10   The Panel had learned from discussion with staff and students some of the challenges arising from the different facets of Moodle. Students found the variety of different Moodle templates used across Subjects, Schools and Colleges could cause confusion. The Panel **recommends** that the Subject consult with central University IT services and LEADS to consider a uniform template for Moodle set-up where possible.

Internationalisation and Study Abroad

4.11 The Panel noted the exchange agreements the Subject had in place with various institutions and appreciated the impact that the pandemic had on outgoing opportunities for home students. The Panel was pleased to note the Subject's ongoing efforts to coordinate plans across the University to utilise opportunities such as the opportunity for the International Real Estate PG students to partake in a credit bearing 'Asian Cities' fieldtrip.

Assessment and Feedback

4.12 The Panel was pleased to note the range of innovative summative and formative assessment offered, including examples of blogs, briefing notes and the 'active participation' grade. These are examples of good practice and provide students with valuable skills in writing for different audiences.

4.13 The Panel was pleased to note the practice of peer review however, at the meeting with the undergraduate students, some issues were identified. Students highlighted a lack of feedback from other students and the need for clearer guidance as key issues. The Panel **encourages** the Subject to provide students with additional guidance on the peer review process.

4.14 While overall, the students at both undergraduate and postgraduate levels were satisfied with feedback, there were some instances where the process was less proficient, particularly in terms of the content of feedback and, in some cases, turnaround times. The Panel **suggests** that the Subject provide guidance to staff regarding the importance of providing sufficient and timely feedback and may wish to consider a feedback template..

External Engagement

4.15 The Panel **commends** the Subject on the distinguished and prestigious aspect of its professional accreditation of Postgraduate Taught provision. It was evident to the Panel that this was a demanding accreditation cycle in terms of regular and routine evaluation by specially comprised boards.

4.16 The Panel discerned from staff the onerous nature of these accreditation reviews and that the WLM allowance for such duties was inadequate. The Panel welcomed the Head of Subject's assurances that staff were reimbursed time-wise for preparation for accredited bodies, however, has made a recommendation with regard to the WLM element of this process at item 3.1.3.

Graduate Attributes

4.17 The Panel **commends** the Subject on its approach to graduate attributes noting the guest lecturers and strong links with industry and alumni. While Undergraduate students were extremely positive regarding the quality of the guest lecturers, the postgraduate students' experience was reported as being more uneven. The Panel **recommends** that the Subject consider how to ensure that alumni and industry engagement within the curriculum is of sufficiently high quality alongside how this can be more systematically and successfully leveraged across UG and PG programmes.

4.18 The Panel **commends** the Subject Area for the quality of its teaching as evidenced from the high number of awards received including the UK-wide Social Policy Association Outstanding Teaching Award for excellence and innovation. Internal course evaluations and staff-student liaison meetings also reiterate this positive feedback on their excellence in student experience, pedagogical practice and learning technology innovation. Recognition of excellence in teaching is also reflected in their strong and improved performance in University league tables.

NSS Scores

4.19 The Panel **commends** the Subject on their continuing excellence in NSS results. The success of the UG programme has been reflected in consecutive NSS surveys since the last review period, achieving 100 percent in 2019 and the Subject topped UK NSS Social Policy ranking in 2019. The Subject's unprecedented result of meeting the University KPI of over 75 percent for assessment and feedback was commended by the University's Principal/Vice-Chancellor.

5.   The Student Voice

Responding to student feedback

5.1 The Panel noted the various processes in place to obtain student feedback formally and informally at Undergraduate level. The Panel noted from the Reflective Analysis a gap in the knowledge of PGT satisfaction due to the PTES either not being conducted or having very low response rates. In view of the uncertainty of the University's engagement with the PTES, the Panel would **encourage** the Subject to consider what could potentially be done to communicate with PGTs the importance of providing feedback by alternative routes.

5.2 From discussions with students, the Panel learned there was a lack of awareness regarding the student rep role. The Panel would **encourage** the Subject to look at additional methods to raise student awareness of (and create effective communication surrounding) the student rep role and purpose.

Staff Student Partnerships

5.3 The Panel was satisfied that the Subject had an effective, collaborative and transparent approach to working in partnership with the student body. This was evidenced in the development of new programmes and the learning and teaching strategy, particularly in relation to marking criteria and assessment.

6.   Supporting Student Wellbeing

6.1 The Panel was satisfied that the Subject was fully engaged with supporting student wellbeing through various methods including the peer support scheme and the introduction of student-facing social media channels on Twitter and Instagram, although this was somewhat uneven and would benefit from further development. Notable examples were the provision of staff holding information sessions during the exceptional circumstances of the pandemic and the practice of staff continuing Zoom calls after the official lecture had ended, allowing for informal discussion and support for students.

Adviser of Studies

6.2 From the Panel's discussions with the undergraduate students, it emerged that most students had little or no contact with their Adviser of Studies. The Panel acknowledged the challenges of engaging students in this process and also the lack of control the Subject had over this issue, as Advisers are allocated at School level. The Panel **recommends** that the School/Subject review the Advising System to enhance visibility of the formal elements of, and improve engagement with the Advisory System, particularly the first meeting with Advisers of Studies.

6.3 The Panel noted the concerns of both students and staff regarding the allocation of Advisers of Studies with Subject advising staff rarely being allocated an Urban Studies student. This would appear to disadvantage all concerned with students from other subjects being assigned an adviser unfamiliar with the academic content of their programme. In addition, Urban Studies students assigned Advisers of Studies from other disciplines had sought advice from the Subject staff, thereby creating additional

workloads. The Panel **recommends** that the College review the allocation of advisers to ensure that Social and Public Policy students are allocated an adviser from Urban Studies where possible.

Student community

6.4   The Panel noted the various initiatives to support students including induction and social events. While it was obvious that the Subject has endeavoured to maintain a sense of community during the past year, both undergraduate and postgraduate students expressed a sense of isolation and disconnect. The Panel **encourages** the Subject to consider initiatives and resources to further develop the sense of student community, including the continuing support/promotion of the Social and Public Policy Society to support students to feel more 'at home' in Glasgow, particularly postgraduate taught students.

Retention and Progression

6.5   From discussion with staff, the Panel noted that many first year students took Urban Studies as a second or third subject, but the issue of student retention on the programme in Urban Studies was less transparent due to a lack of data about whether Urban Studies was their first choice or not. From the Reflective Analysis, the Panel noted that students moving from Level 1 to Level 2 Social and Public Policy indicate that progression had remained fairly consistent, ranging from 55% to 64%.

7.   Collaborative Provision

7.1 Strategy

7.1.1 Since the PSR review in 2015, the Subject had commenced delivery of the joint Graduate School degree with Nankai University and that numbers had risen substantially from 11 in 2015 to 49 in 2021. The Reflective Analysis noted that there had been some issues identified with delivery and a change of convenership and that a joint working group has recently been proposed to review existing and address future teaching content of the programme. While noting the overall success of the programme, the Panel considered that it would be timely for the Subject to review progress to date. The Panel **recommends** that the Subject undertake a review of their strategic direction and reflect on how to progress future collaborations and to encourage current staff collaboration between Nankai and GU for postgraduate taught provision.

7.1.2 The Panel noted from discussion with GU staff that teaching in China was no longer optional and was a requirement in all new teaching contracts. It is **recommended** that the Subject and School consider the staffing strategy for Nankai to introduce flexibility and a blended approach to teaching.

Workload Model

7.2   The Panel **recommends** that the workload model for Nankai teaching staff is reviewed to incorporate time for staff to reflect on teaching methods and to recognise the additional pressures on GU and visiting Nankai staff arising from these visits.

Student Community

7.3   It is **recommended** that the Subject should ensure conversational English classes are in the pre sessional sessions for visiting Nankai students.

8   Good Practice

8.1   Range of innovative summative and formative assessment offered.

8.2   Student centred curriculum/ Impact informed curricula/active learning.

8.3   Move to online teaching and use of multiple new technologies.

8.4   Graduate Attributes – guest lecturers and strong links with industry.

9.   Commendations

9.1   The Panel **commends** the Subject on the significant progress made against the recommendations made from the previous PSR in 2015.

9.2   The Panel **commends** the School for maintaining its reputation and integrity despite the challenges associated with the significant increase in student numbers and noted that its national and international reputation continues to attract a high level of applicants which aligns with the University strategy for growth in particular disciplinary areas.

9.3   The Panel **commends** the Subject on the level of thought and planning given to developing and enhancing the curriculum. The range of courses, diversification of teaching delivery and research rich teaching provision were very clear and impressive. It particularly noted and commended the focus on Impact Led Teaching. There was a notable sense of progression and aspiration to develop further and to be flexible to the changes and fast moving technologies that might be used now and in the future.

9.4   The Panel **commends** the Subject on its strategy and approach to Learning & Teaching including impact informed, student centred, active learning which was widespread across programmes in the Subject.

9.5   The Panel **commends** the Subject on the distinguished and prestigious aspect of its professional accreditation Postgraduate Taught provision. It was evident to the Panel that this was a demanding accreditation cycle in terms of regular and routine evaluation by specially comprised boards.

9.6   The Panel **commends** the Subject on its approach to graduate attributes noting the guest lecturers and strong links with industry and alumni.

9.7   The Panel **commends** the Subject Area for the quality of its teaching as evidenced from the high number of awards received including the UK-wide *Social Policy Association* Outstanding Teaching Award for excellence and innovation. Internal course evaluations and staff-student liaison meetings also reiterate this positive feedback on their excellence in student experience, pedagogical practice and learning technology innovation. Recognition of their excellence in teaching is also reflected in their strong and improved performance in University league tables.

9.8   The Panel **commends** the Subject on their continuing excellence in NSS results.

10.   Recommendations for Enhancement

The recommendations for enhancement detailed in the table are aligned to the four key thematic sections of the Reflective Analysis as follows with the recommendations listed in order of priority within each section.

	Thematic Activity (Section 1 - Strategy for Development)	Shared enhancement benefits	For the attention of the Subject	For information
1.	**Strategy for Growth** The Panel **recommends** the School and Subject review their strategy for growth, in collaboration with External Relations, to enable them to have greater control over how they grow. This will also allow them to address the issues related to the impact of increased numbers of students on small group teaching. Ref: Section 3 para 3.1.1 The Panel **recommends** that the School and Subject collaborate with colleagues responsible for Admissions within External Relations on the standard of English of international students and to establish the appropriate definition of the terms borderline and marginal. These terms are used during the admissions process to signal that, in those cases where there was any doubt over the applicants' suitability or language competence, the Subject wishes to be involved in the decision-making pre-admission. Ref: Section 3 para 3.1.2	This should enable the School and Subject area to manage and plan for new intakes ensuring acceptable staffing levels. This would ensure that the School would have candidates with the appropriate level of English to thrive in the programmes	Head of School Head of School Administration Head of External Relations Head of College Head of College Finance	
2.	**Workload Allocation Model (WAM)** The Panel **recommends** that the Subject, School and College review the current Workload Model to identify current inequities and ensure a productive way forward, ensuring clear communication with staff surrounding how the model is operationalised". As currently phrased, it is not clear what the benchmark is for or what	A review of the WLM would facilitate equity in staff workloads with time identified for innovation.	Head of Subject, Head of School Head of College	

	it might do, so this perhaps needs to be rephrased by someone more familiar with the review/subject Ref: Section 3 para 3.1.3 The Panel **recommends** that the Subject ensures that sufficient time is allocated within the WLM for all staff involved in the accreditation process. Ref: Section 3 para 3.1.4			
3.	**Teaching Accommodation** The Panel **recommends** the School and Subject conduct strategic discussions with University Estates and Administration to resolve the recurring challenges of incompatible accommodation for small group teaching, particularly in relation to Postgraduate Taught programmes and the specialist requirements of postgraduate students and accrediting bodies. Ref: Section 3, para 3.1.5	This would improve the student experience and alleviate the pressures on the Subject by ensuring appropriate accommodation is provided, including as necessary to meet the specification of accrediting bodies.	Head of School Head of Subject Director of Strategy, Performance and Transformation, Estates and Administration	
	[1]In view of the legislative implications as outlined in the Equalities Act 2010, the Panel **recommends** that disabled access to accommodation both for staff and students is reviewed to see if there is any remedy possible for the problem. Ref: Section 3 para 3.1.6	This issue was identified in the PSR in 2015. An update should be provided early in session 2021.	Director, Estates	Head of Subject Head of School

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[1] The second item under Recommendation 3 has been amended as requested by Academic Standards Committee and has been agreed by the PSR Panel Convener

4.	**Tutors** The Panel supports the School's plans to review the role and **recommends** the School considers in the review, the role of Tutor together with the post title. Ref: Section 3 para 3.1.8	This would clarify the role of tutors and would provide support for their student-facing role.	Head of School	Head of Subject
5.	**Graduate Teaching Assistants** The Panel **recommends** the Subject develop more formal mechanisms to ensure Subject oversight of GTAs' workload and wider activities including mentoring, upskilling and training and support for new appointees. The new GTA Code will be useful in this context. Ref: Section 3 para 3.1.9	Subject oversight will create parity of experience for the GTAs and will provide the Subject with an opportunity to monitor workloads. Additionally, assigned mentors will encourage confidence in new GTAs.	Head of Subject	
6.	**Good Practice** The Panel **recommends** that the Subject explore how good practice could be more widely disseminated and embedded throughout the Subject and School through the establishment of a short-life working group. Ref: Section 3, para 3.1.10	The Curricula would benefit from more even dissemination of good practice to all staff.	Head of Subject	
	Thematic Activity **(Section 2 - Learning and Teaching Enhancement)**	**Shared Enhancement Benefits**	**For the attention of**	**For Information**
7.	**Staff Community** The Panel **recommends** that the School and Subject continue to support the collegial culture within the Subject to ensure it is maintained	This will enhance the staff experience	Head of School Head of Subject	

	going forward as this would enhance the staff experience. Ref: Section 4, para 4.2			
8.	**Teaching and Learning** The Panel **recommends** the School/Subject leadership consider ways of continuing to embed teaching and learning culture (student centred learning, impact led teaching etc) across the subject. Ref: Section 4 para 4.3	This will enhance the student experience and also the staff experience.	Head of Subject	
9.	**Communication** The Panel **recommends** that the Subject review the current procedures for disseminating information and consultation processes with staff. Ref: Section 4 para 4.4	This will enhance staff experience and ensure that all staff are involved in good practice initiatives.	Head of Subject	
10.	The Panel noted the Subject's use of MS Teams to encourage peer feedback within courses and the Panel would **encourage** the Subject to consider ways to further embed this alongside the other interactive tools across the programme. Ref: Section 4, para 4.9 The Panel **encourages** the Subject to provide students with additional guidance on the peer review process. Ref: Section 4, para 4.13	This would enrich the value of the peer review process for students	Head of Subject Head of School Head of Subject Deans of Learning & Teaching	

			For the attention of	For information
	The Panel **suggests** that the Subject provide guidance to staff regarding the importance of providing sufficient and timely feedback and may wish to consider the introduction of a feedback template. Ref: Section 4, para 4.14		Head of Subject Deans of Learning & Teaching	
11.	**IT** The Panel **recommends** that the Subject consult with central University IT services and LEADS to consider a uniform template for Moodle set-up where possible. Ref: Section 4 para 4.10	This would address the lack of consistency in the Moodle set-up throughout the School to enhance the student experience (students found it confusing).	Head of Subject Head of School Mr Dave Anderson, Director of IT Services Director, LEADS	
12.	**Graduate Attributes** The Panel **recommends** that the Subject consider how to ensure that alumni and industry engagement within the curriculum is of sufficiently high quality alongside how this can be more systematically and successfully leveraged across UG and PG programmes Ref: Section 4 para 4.17	Building on the existing links with alumni and industry should enhance the student experience and encourage alumni participation.	Head of Subject	
	Thematic Activity **(Section 3 - The Student Voice)**	**Shared Enhancement Benefits**	**For the attention of**	**For information**
13.	. In view of the uncertainty of the University's engagement with the PTES, the Panel would **encourage** the Subject to consider what could potentially be done to communicate with PGTs the importance of providing feedback by alternative routes such as Evasys. Ref: Section 5 para 5.1	This would ensure the PGT students' feedback was noted	Head of School	

14.	**Student Representatives** The Panel would **encourage** the Subject to look at additional methods to raise student awareness of the student rep role and purpose. Ref: Section 5 para 5.2	Increased student awareness of the role of student rep should improve the engagement of students and facilitate the resolution of the feedback loop.	Head of Subject	
	Thematic Activity (Section 4 Supporting Student Wellbeing)	**Shared Enhancement Benefits**	**For the attention**	**For information**
15.	**Adviser of Studies** The Panel **recommends** that the School/Subject review the Advising System to enhance visibility of the formal elements of, and improve engagement with the Advisory System, particularly the first meeting with Advisers of Studies. Ref Section 6 para 6.2	This would complement the work of the Social Sciences administrative advising team through the provision of academic advice to students.	Head of College College issues – being reviewed	Head of Subject
	The Panel **recommends** that the College review the allocation of advisers to ensure that Social and Public Policy students are allocated an adviser from Urban Studies where possible. Ref Section 6 para 6.3	This would ensure that Advisers of Studies had a knowledge of the specific academic challenges that Urban Studies students may face.	Head of College	Head of School Head of Subject
16.	**Student Community** The Panel **encourages** the Subject to consider initiatives and resources to further develop the sense of student community, including the continuing support/promotion of the Social and Public Policy Society to support students to feel more 'at home' in Glasgow, particularly postgraduate taught students.	This should support students feel more 'at home' in Glasgow, particularly for postgraduate PGT who only have a year and particularly upon the emergence from lockdown.	Head of Subject	

	Ref: Section 6 para 6.4			
	Thematic Activity (Section 5 - Collaborative Provision)	**Shared Enhancement Benefits**	**For the attention of the School**	**For information**
17.	**Strategy** The Panel **recommends** that the Subject undertake a review of their strategic direction and reflect on how to progress future collaborations and to encourage current staff collaboration between Nankai and GU for postgraduate taught provision. Ref: Section 7 para 7.1.1 It is **recommended** that the Subject and School consider the staffing strategy for Nankai to introduce flexibility and a blended approach to teaching. Ref: Section 7 para 7.1.2	Using experiences of the Nankai collaboration would be beneficial in developing a strategy for current and future collaborations.	Head of Subject Transnational Education Dean Head of Subject Head of School	
18.	**Workload Model** The Panel **recommends** that the workload model for Nankai teaching staff is reviewed to incorporate time for staff to reflect on teaching methods and to recognise the additional pressures on GU and visiting Nankai staff arising from these visits. Ref: Section 7 para 7.2	This would encourage staff to build on their current practice and to develop innovative learning and teaching methods.	Head of Subject	
19.	**Student Community** It is **recommended** that the Subject should ensure conversational English classes are in the	This provision would aid visiting students to maintain and develop their English language skills, and facilitate their greater assimilation into the community	English for Academic Study Transnational Education Dean	

| | pre sessional sessions for visiting Nankai students.

Ref: Section 7 para 7.3			