University of Glasgow

Academic Standards Committee – Friday 2 October 2015

Periodic Subject Reviews 2014-15: Summary of Recommendations

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1. Introduction

As in previous years, an examination of the recommendations made by Periodic Subject Review (PSR) Panels during Session 2014-15 has been undertaken. In total, 75 recommendations were made from 7 reviews. This report summarises emerging themes of the recommendations.

Subject/School	Date of Review	Recommendations
Classics	4 December 2014	16
Geographical & Earth Sciences	16/17 February 2015	12
Chemistry	5 March 2015	10
Urban Studies	4/5 March 2015	7
History	13 March 2015	8
Theatre, Film & TV Studies	16/17 March 2015	12
Economics	19/20 March 2015	10

2. Main themes

In total, 75 recommendations were made from the 7 reviews identified and have been grouped under the following categories as follows:

Academic standards [4]	Setting, maintaining and reviewing	Appropriate quality processes	
		Course/Programme approval	1
		Annual monitoring	
		External Examining	
		Student feedback	
		Benchmark statements	
		Accreditation and other external references	1
		Academic governance	2
		Sharing good practice	
Context and Strategy [12]		Range of provision	1
		Staffing	1
		Changes since last review	
		Strategic approach	9

		Overall aims and linkage to University strategy	1
Enhancing the Student Experience [16]	*Admissions, Retention, Success*	Student numbers and trends	
		Recruitment	1
		Retention and Progression	
		Leavers destination data	
	Equality and Diversity		
	Supporting students	Support mechanisms	7
		Transition and Induction	2
		International students	
		Widening participation	
	Student Engagement	Graduate attributes	2
		Employability	3
		Internationalisation	
		Feedback mechanisms	1
Enhancement Learning & Teaching [43]	*Learning & Teaching*	Curriculum design and development	12
		Approaches to ILOs	
		Work based learning and placement	
		Technology enhanced L&T	2
	Assessment & Feedback [11]	Range of assessment methods	4
		Engagement with Assessment policy	
		What/how students receive feedback	5
	Resources for L&T [4]	Staffing	1
		Physical resources	3
	Engaging and supporting staff	Staff (in general)	9
		Probationer and early career development	3

		GTA support and training	4[1]
Collaborative activity			

Full details of the recommendations can be found at Appendix 1.

The conclusion of the review of the recommendations is that, whilst the recommendations cover a number of themes, the following 3 themes contain the most recommendations: Supporting staff (including early career staff and GTAs) (16), Curriculum design and development had (12) and Strategic Approach (9).

Issues highlighted under 'Supporting staff' included: the introduction of formal induction events and staff handbooks, clarification of career development for University Teachers and effective and transparent workload models. Some of the generic issues raised under 'Curriculum design and development' consisted of: exploration of interdisciplinary opportunities, undertaking systematic mapping and review to bring about coherent and integrated curricula. 'Strategic Approach' included development of learning and teaching strategy, more systematic approach to dissemination of good practice and development of a strategic vision in terms of future growth and range of provision. There were no matters raised that had required urgent attention.

It is worth noting that the summary of recommendations for Session 2013-14 had highlighted Support Mechanisms (for students) (12), Physical resources (13) and GTA support and training (15) as the main areas for concern and there had been a significant decrease in these categories.

3. Update from issues raised during Session 2013-14

Last year, the number of recommendations in relation to "GTA support and training" had been highlighted to Academic Standards Committee on 3 October 2014. As a result, ASC had invited Deans (Learning and Teaching) and Deans (Graduate School) to meet to discuss. The outcome of those deliberations included:

- Deans (Graduate Schools) formally recognised the role of duty of care for students and importance of relevant training
- Colleges now considering adapting the College of Arts policy
- HR highlighted issues in relation to limitations on work undertaken due to funder or visa terms and conditions
- GTA time should be remunerated for all teaching related staff meetings to which they contribute
- Better awareness of training available by Learning &Teaching Centre
- More School level support
- Recognition of GTAs as members of the teaching team

3. Action requested of Academic Standards Committee

Academic Standards Committee is asked **to note** this overview of the recommendations and **to consider** whether any University-wide action is merited .

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[1] 3 of the recommendations concerning support for early career staff/staff also included GTAs

Review of PSR Recommendations Session 2014-15

Key	Area 1	Area 2			Area 3	Area 4	Area 5	
Academic Standards	Setting, maintaining & reviewing							
Context and Strategy	Vision	Strategic approach to L&T						
Enhancement in Learning & Teaching	Curriculum design & development, ILOs	Assessment & Feedback			L&T: workbased learning, placement, e-learning	Resources for L&T inc staffing physical resources	Engaging &supporting staff	
Enhancing the Student Experience	Admissions, Retention, Success	Supporting students in learning			Graduate attributes, employability, internationalisation	Student Engagement	Equality & Diversity	
Para	Subject	Recommendation			Area 1	Area 2	Area 3	Area 4
5.3.5	Classics	In relation to the MLitt Classics, to be compliant with the Scottish Credit and Qualification Framework (SCQF) regulations, the Panel recommends the Subject consider increasing the overall credit to 190. This could possibly be achieved by either amending a current course credit or by adding an additional 10-credit course. Alternatively, the Subject reviews the Intended Learning Outcomes and summative assessment to ensure that these are consistent with SCQF11.			Academic Standards	Setting, maintaining and reviewing	Compliance with SCQF	Course/Prog approval
3.6	Classics	The Panel recommends that the School re-instates formally recorded meetings of Subject course reflection and learning and teaching developments which should facilitate dialogue between Subject and School.			Academic Standards	Setting, maintaining and reviewing	Formal recording of meetings	Academic governance
4.2.2	GES	The Panel recommends that the Academic Standards Committee consider whether the School should reinstate the use of the full range of secondary bands within all primary grades for each piece of assessment which is marked within the School. This issue was considered by the previous DPTLA review in 2008 and, at that time, in consultation with the Convenor of the Code of Assessment working Group a view was taken that the application of the Code of Assessment was appropriate. The Panel is of the view that this issue should be reconsidered by Academic Standards Committee, given the time that has passed and potential changes in practice since the time of the last review. This was last considered by the Academic Standards Committee in May 2009.			Academic Standards	Consideration by ASC of reinstating the use fo the full range of secondary bands		Academic governance
6.1.2	GES	The Panel recommends that the School revisit what options are available to secure accreditation for the Earth Sciences programme. If the School remains of the view that accreditation is inappropriate it should set out a clear and considered rationale which is available to students and anybody else with an interest. Whilst the Panel recognises and acknowledges the School's concerns both about the impact of additional field day requirements on students, and the Schools views on the relevance and efficacy of field days as a measure of student skills development, it is very important to be *absolutely clear* about the reasons for not pursuing the relevant professional recognition of the programme. The School is also encouraged to work in partnership with other institutions to make its concerns known to the Geological Society of London in a coordinated and concerted way.			Academic Standards	Revisit options for securing accreditation for Earth Sciences	Accreditation requirements	Accreditation
3.3	Classics 3.3	The Review Panel recommends that the Subject develops a coherent strategic vision in terms of future growth and range of provision, working with the Head of School to produce a plan as to how to achieve this.			Context and Strategy	Strategic approach to Learning and Teaching	growth and range of provision	
2.2	GES	To *further* develop a strategic approach, the Panel recommends that the School consider how it might disseminate examples of good practice in learning and teaching across the School in order that a strategic and, where appropriate, systematic approach to enhancement can be secured. Whilst the Panel acknowledged the need to maintain distinct disciplines within the School, and that learning and teaching approaches would be necessarily different depending on both the students and the courses and programmes being delivered, it was of the view that some practices could be more effectively shared and embedded across the School, perhaps in some cases leading to greater efficiency.			Context and Strategy	Strategic approach to Learning and Teaching	Dissemination of good practice - more strategic and systematic approach	Strategic approach
2.7	Urban	The Review Panel recommends that Urban Studies institute a formal approach to the dissemination of good practice through the proposed Learning and Teaching Forum and develop other mechanisms to develop and promote a broad-based culture of teaching enhancement.			Context and Strategy	Strategic approach to Learning and Teaching	A formal approach to dissemination of good practice via L&T Forum	Strategic approach

3.1	GES	The Panel recommends that the College of Science and Engineering, and where appropriate other colleges, consider how changes to regulations across colleges, capping of student numbers on some courses (not in GES), and the resulting movement of students is impacting on GES and other Schools or Subjects. Further, there should be consideration by the College of Science and Engineering of what could or should be done to alleviate any particular pressures. Academic Standard Committee may wish to consider any response from the College(s) and decide whether any further action is required. The levers available to Schools to mitigate against such adverse impacts were limited within the current flexible structures. This made operational management of the associated issues extremely challenging. For example, coping with large fluctuations in student numbers from year to year, and the impact of high numbers on accommodation, the organisation, staffing, and timetabling of sustainable laboratory and field courses, the supervision of undergraduate research projects and related use of specialist equipment, and on the overall workload of teaching staff presented the School with particular difficulties.	Context and Strategy	College consideration to consequences of changes to regulatons	Impact of capping of student numbers and movement of students across subjects and fluctuation of student numbers making operational issues challenging	Strategic approach
2.1	Urban	In the course of the review, the Panel noted a number of issues related to Learning and Teaching which were to some extent inter-related and would benefit from an over-arching vision. The Review Panel therefore recommends that, on publication of the University's Learning & Teaching Strategy 2015-2020, Urban Studies develop a coherent learning and teaching strategy, articulating its vision for undergraduate and postgraduate provision, and addressing such issues as widening access, internationalisation, and recruitment both to the University and to the latter stages of the undergraduate programme.	Context and Strategy	Development of coherent learning and teaching strategy	Articulation of vision and provision	Strategic approach
5.2	GES	The Panel recommends that the School, in consultation with the College of Science and Engineering, considers its needs for the development of adequate facilities over the medium and longer term and develops a plan based on an 'ideal state' in this respect. Whilst it was beyond the remit of the Panel to recommend that further resources be allocated or facilities be provided, it was of the view that a documented and coherent plan, linked to the growth in student numbers and current plans for *future* growth, would support the School in articulating its needs effectively in the context of future campus investments.	Context and Strategy	L&T Resources	Stategic plan for future growth incorporated into College strategy for development of facilities over the medium to longer term	Strategic approach
5.4.4	TFTS	Review Panel recommends the School works with the College to review how teaching space and equipment requirements could be supported in the future, taking a creative approach, including examples of best practice, to ensure the Subjects' accommodation needs are reflected in the College of Arts and University estate plans [Section 5.4.4].	Context and Strategy	L&T Resources	Teaching space and equipment requirements supported in future	University strategy
3.1.5	Chemistry	The Review Panel recommends that the School renews its dialogue with College Management with a view to forming a clear vision for the future shape of the School that is aligned to the College's strategic plans for the future. This should include consideration of the physical estate and the School's plans for growth. School, College and University engagement is critical in order to support the School's vision.	Context and Strategy	L&T Resources	Clear vision for future shape of School aligned to College strategic plans	Strategic approach
3.5	TFTS	The Review Panel recommends that the School of Culture and Creative Arts, in consultation with Theatre Studies, Film and Television Studies and the Centre for Cultural Policy Research, liaise with the College of Arts in a review of the management structure that supports teaching and curriculum development and, if appropriate, formalises academic leadership roles at subject level to provide greater coherence in the development and delivery of teaching across the School [Section 3.5].	Context and Strategy	Review of management structures supporting teaching and curriculum development	Formalise academic leadership roles	Staffing
5.2.5	TFTS	The Review Panel recommends that the School continue discussion with the College of Arts to reach final agreement on the continuation, or otherwise, of the 30 credit model. Depending on the outcome of these discussions, the School should develop an appropriate implementation plan for any agreed changes and communicate this clearly to staff and students [Section 5.2.5].	Context and Strategy	Appropriate implementation plan for changes to course credit model		Range of provision
3.4.19	Urban	The Review Panel recommends that Urban Studies develop a strategy for increasing the number of home undergraduate students who participate in study abroad.	Context and Strategy	Recruitment	Develop strategy to increase number of home students to participate in Study Abroad	Strategic approach
5.2.2.	Economics	The Panel recommends that the Subject considers a longer term strategy in relation to mathematics in the UG degree programme and its recruitment of, in particular, Home students (e.g. should Higher/ A level mathematics be required for admission?). The Subject should also communicate to prospective students better, the mathematical demands of its programmes (para. 5.2.2).	Context and Strategy	Recruitment	Higher attainment of mathematics ability for entry to be consider	Strategic approach
4.1.5	Classics	The Review Panel recommends that attention be given to restructuring language provision with a view to providing a more progressive learning environment, possibly improving retention.	Enhancement in Learning & Teaching	Curriculum design & development	Language provision	retention
4.2.4	History	The Review Panel recommends the development of an approach to ensure issues of Equality and Diversity are embedded in course design and delivery	Enhancement in Learning & Teaching	Curriculum design and development	Equality & Diversity embedded into course design and delivery	
4.9.1	Classics	The Panel recommends that Classics explores with the Head of School possibilities for interdisciplinarity to provide more flexibility and opportunities for potential PGT students.	Enhancement in Learning & Teaching	Curriculum design and development	Interdisciplinary opportunities for PGTs	
3.9	TFTS	The Review Panel recommends that the School of Culture and Creative Arts form a short-life Working Group, in consultation with the Dean of Graduate Studies, to consider future cross-discipline postgraduate provision, which responds to student needs and builds on the strengths of the Subject [Section 3.9].	Enhancement in Learning & Teaching	Curriculum design and development	Potential for cross-discipline PGT provision	

4.1.1	GES	The Panel recommends that the School consider how, whilst continuing to support strong independent scholarship and practice, it might be possible to find further common ground in the development and delivery of shared or generic curriculum content. For example, where there is overlap in ILOs linked to the development of transferable skills, or other generic curriculum content, across programmes this should be highlighted to ensure that curriculum design and development takes this into account. This might lead to the delivery of additional common courses/teaching across programmes in Earth Sciences and Geography. This should be considered as part of the review recommended at 4.1	Enhancement in Learning & Teaching	Curriculum design and development	Coherent and integrated curriculum	Common ground in development and delivery of shared generic content
4.1	GES	The Panel recommends that the School undertake a systematic curriculum mapping and review exercise to address a number of recommendations below which suggest approaches to increasing efficiency and further enhancing the excellent learning and teaching practice within the School. The Panel makes this recommendation in acknowledgement of the pressures explicated by the School in terms of staffing and physical resources. The further recommendations and suggestions below cross-reference this paragraph and should be considered as expanding on this recommendation.	Enhancement in Learning & Teaching	Curriculum design and development	Coherent and integrated curriculum	Mapping and review to increase efficiency and enhance excellent learning and teaching practice
4.10.10	Urban	In view of comments made by both undergraduate and postgraduate students regarding a lack of clarity in relation to the place of guest lecturers and the overlap of material covered by different lecturers, the Panel recommends that Urban Studies ensure that there are robust mechanisms in place to deliver a coherent and integrated curriculum, while continuing to incorporate the pertinent contributions from active researchers and practitioners in relevant areas.	Enhancement in Learning & Teaching	Curriculum design and development	Coherent and integrated curriculum	
5.1.8	History	The Panel recommends that the Subject build on the work already done as part of the LEAF project and existing good practice to map courses, programmes and progression so that course development is coherent and allows for the curriculum to foster diversity of pedagogic and learning practices	Enhancement in Learning & Teaching	Curriculum design and development	Coherent and integrated curriculum	
5.1.5	TFTS	The Review Panel recommends the Subjects continue with their review of curricula, and in particular the MLitts in Film and Television Studies and Playwriting and Dramaturgy to ensure programme aims meet student needs and expectations [Section 5.1.5].	Enhancement in Learning & Teaching	Curriculum design and development	Programme aims meet student needs and expectations	
4.3.3	Chemistry	The Review Panel recommends that the School give consideration to means of embedding the development of mathematical skills, with a chemistry application, throughout the undergraduate curricula. Consideration should be given to means of identifying the varying skill levels in first year in order to tailor mathematics teaching, and full detail of the derivations of mathematical solutions should be posted on Moodle for students to consult, further supporting their learning [Paragraph 4.3.3].	Enhancement in Learning & Teaching	Curriculum design and development	Embedding of mathematical skills with a chemistry application throughout the UG curricula	
5.1.6	Chemistry	The Review Panel recommends that the School reviews the current extent of organic chemistry provision and, if appropriate, takes steps to improve the balance of options available to students.	Enhancement in Learning & Teaching	Curriculum design and development	Balance of options	
5.1.7	Chemistry	The Review Panel recommends that the School reviews Nuclear Magnetic Resonance teaching at levels three and four and, if appropriate, takes action to remove unnecessary duplication of material.	Enhancement in Learning & Teaching	Curriculum design and development	Removal of duplication	

5.6.1	Classics	The Panel recommends that the School arranges a formal induction event for all new staff across the School to introduce them to relevant School and University procedures. [Paragraph 5.4.1] In addition, the Panel recommends that the School creates a staff handbook and/or webpage containing guidance on generic administrative processes and procedures across subjects, identifying central administrative staff roles and responsibilities.	Enhancement in Learning & Teaching	Supporting staff	Formal School induction event for all new staff and provides staff handbook	supporting early career staff
5.3.3	History	The Review Panel recommends that the School put in place procedures for a formal induction event including provision of a handbook for all new staff across the School to introduce them to relevant School and University procedures	Enhancement in Learning & Teaching	Support for staff	Formal induction event and provision of a new handbook	supporting early career staff
3.4	Classics	The Review Panel recommends that the School further develops a School identity by introducing appropriate inter-Subject forums to allow for discussion of common issues and provide opportunities for staff to meet with other colleagues.	Enhancement in Learning & Teaching	Supporting staff	School to introduce inter-Subject forums	supporting staff
5.1	GES	In order to reduce the administrative workload on academic staff the Panel recommends that the School consider how existing administrative staff might be supported to take a further proportion of the administrative workload. In the first instance, this might be facilitated through a review of convening roles, asking incumbents to identify the range of administrative tasks that are being undertaken by academic staff. In the longer term the School should liaise with the College of Science and Engineering on the possible appointment of a Teaching Administrator.	Enhancement in Learning & Teaching	Supporting staff	Reduction of administrative workload on academic staff	supporting staff
5.1	GES	The Panel recommends that the School seek guidance from College Human Resources on the development and promotion of University Teachers to ensure that School practice is in line with University policy and that its University Teachers are provided with the best advice possible on advancing their careers. They may also wish to consult Human Resources on the existing roles and responsibilities of University Teachers employed in the different disciplines within the School.	Enhancement in Learning & Teaching	Supporting staff	Career development for University teachers	supporting staff
5.3.5	TFTS	The Review Panel recommends that the School consult with Human Resources so that where appropriate, University Teachers are conferred with early career status and benefit from relevant training [Section 5.3.5].	Enhancement in Learning & Teaching	Supporting staff	Career development for University teachers	supporting staff
5.2	GES	The Panel recommends that the School audit its workload model with a view to ensuring that it is as effective, simple and transparent as possible.	Enhancement in Learning & Teaching	Supporting staff	Effective and transparent workload model	supporting staff

5.4.3	History	The Review Panel recommends that the Subject area continues to adopt and progress a workload model and recognises that this is currently being taken forward by the College	Enhancement in Learning & Teaching	Support for staff	Workload model	supporting staff
3.2.3	Economics	The Panel recommends that the Subject provides additional guidance and support for staff with a view to achieving greater consistency in delivery and also considers developing a clearer central policy for how teaching is delivered across the curriculum. Where variation in delivery exists for valid pedagogical reasons, staff should justify this to the Head of Subject and the reasons for variation in teaching delivery should be clearly explained to students (para. 3.2.3).	Enhancement in Learning & Teaching	Support for staff	additional guidance and support in teaching delivery	supporting staff
4.3.9.1	Urban	The Review Panel recommends that a formal management structure be established to support the performance and development of GTAs and early career staff engaged in learning, teaching and assessment, to address issues including	Enhancement in Learning & Teaching	Supporting GTAs and staff	Formal management structure to support and develop	Supporting GTAs and early career staff
5.3.6	TFTS	The Review Panel recommends that the School clarifies the roles of Graduate Teaching Assistants and University Teachers, to ensure consistency of support from staff and that reward in pay and personal development aligns with College and University policy [Section 5.3.6].	Enhancement in Learning & Teaching	Support for staff and GTAs	clarify roles and development opportunities for University Teachers and GTAs	Support for staff and GTAs
4.7.1	Classics	No measures were in place to monitor workload in relation to the 'open door' policy and the Panel therefore suggests that 'office hours' be considered for all staff but recommends for GTAs. The Panel further recommends that GTAs be properly remunerated for their contact time with students.	Enhancement in Learning & Teaching	Supporting staff and GTAs	Monitor workload and proper remuneration	Support for staff and GTAs
5.4.8	Classics	The Review Panel recommends the College HR Manager should clarify the position on remuneration for all work undertaken by GTAs and ensure this position is effectively communicated to Schools and Subjects.	Enhancement in Learning & Teaching	Supporting GTAs	Remuneration for all work undertaken	Supporting GTAs
5.5.9	Economics	The Panel recommends that the Subject engages GTAs more in the internal Subject discussions. It should also review GTAs' workload and time allocated to marking, specifically to ascertain if inadequate time to produce feedback is contributing to low student satisfaction on timing and/or quality of feedback (para. 5.5.9).	Enhancement in Learning & Teaching	Supporting GTAs	Involvement in Subject discussions	Supporting GTAs
5.4.6	Classics	The Review Panel recommends that the School introduces a more formal induction programme for GTAs which should include training on assessment requirements, marking and provision of information on processes and procedures.	Enhancement in Learning & Teaching	Supporting GTAs	Formal School induction event for all GTAs	Supporting GTAs
4.3.5	Chemistry	The Review Panel recommends that the School works with the Learning & Teaching Centre to develop appropriate, structured training of GTAs for their demonstration duties, and that GTAs must have practiced the related laboratory experiments prior to the demonstration. GTAs should also be provided with feedback on their performance and receive clear guidance on marking to ensure consistency with the other markers.	Enhancement in Learning & Teaching	Support for GTAs	Appropriate School level training	Support for GTAs

4.3.7	Chemistry	The Review Panel recommends that the School ensures all undergraduate students are prepared for writing a dissertation by introducing a compulsory element of essay work, either via the Frontiers of Chemistry course or a revision to an existing course to include an essay element, or by means of an essay marking exercise	Enhancement in Learning & Teaching	Assessment & Feedback	To ensure UG students prepared for dissertation - introduction of compulsor element of essay work	Range
5.2.7	History	The Review Panel recommends that the current requirement for UG course assessment to consist of minimum 60 percent unseen final exam and a maximum of 40 percent for other modes of assessment, be discontinued in favour of an assessment regime which has less reliance on final exams, to ensure that a range of assessment methods, are engaged across the curriculum as a whole programme, driven by learning outcomes	Enhancement in Learning & Teaching	Assessment & Feedback	Less reliance on examinations	Range
5.4.5	Economics	The Panel recommends that the Subject introduces greater variation in assessment and reduces the reliance on traditional examinations. Greater use of learning technology should be explored as means to introducing more innovative assessments. The Subject should also map individual students' experiences of assessment across the years of the UG programme and review where variation in assessment needs to be placed in the individual student's 'journey' through the programme (para. 5.4.5).	Enhancement in Learning & Teaching	Assessment & Feedback	Greater variation	Range
5.3.3	Economics	The Panel recommends that staff more widely engage in new learning and assessment technologies. All staff should use Moodle and where necessary, take ownership of those sites. In the longer term, the Subject should investigate learning technology as one avenue for dealing with large student numbers (for example, online formative assessments and Peer to Peer assessment; reportedly suggested by the SSLC). These investigations may even lead to a 'blended' learning approach in the future (para. 5.3.3).	Enhancement in Learning & Teaching	Assessment & Feedback	More engagement with new learning and assessment technologies	Technology enhanced L&T
5.6.2	Economics	The Panel recommends that the Head of Subject reviews dissertation supervision to fully understand the resource requirements and the amount of external supervision that will be required and its possible effects on the student experience. In the longer term, more innovative ideas should be considered to alleviate the labour intensive nature of traditional dissertation supervision, including consideration of alternative types of independent study where academically possible (para. 5.6.2).	Enhancement in Learning & Teaching	Assessment & Feedback	Review of dissertation supervision and consideration of alternative forms of assessment	Range

4.2.14	Urban	The Review Panel recommends that Urban Studies implement a turnaround time for assessment feedback on postgraduate courses of three weeks in accordance with the University's Assessment Policy. Recognising the difficulties already identified by Urban Studies in achieving a four-week turnaround time, the Panel notes that this may require careful planning regarding the allocation of marking, awareness of competing commitments of markers, contingency planning, and adopting a norm as to the levels of feedback to be provided.	Enhancement in Learning & Teaching	Assessment & Feedback	Feedback turnaround on PGT courses	Feedback
4.2.4	GES	The Panel recommends that the School review its provision of feedback to students and explore the introduction of timetabled feedback sessions, as outlined in its action plan. The School should ensure that there is consistency in the format and detail of feedback where possible and should continue to use 'feedback monitoring forms' as it does currently. The provision of feedback should be considered as part of the review recommended at 4.2.1. and again, the School may find the use of Curriculum Mapping and Assessment Blueprinting (CMAB) methodology helpful when considering the use of feedback.	Enhancement in Learning & Teaching	Assessment & Feedback	Consistency in format of feedback	Feedback
5.2.8	TFTS	The Review Panel recommends that the School communicate with teaching staff and students to ensure that advice and provision of feedback on examinations is consistent and in accordance with University policy on Feedback Following Summative Examinations	Enhancement in Learning & Teaching	Assessment & Feedback	Provision of consistent feedback on examinations	Feedback
5.4.5	Economics	The Panel recommends that the Subject ensures that its policy on timing of feedback is consistently met across its provision. The Subject should also review the use of Teleform to ascertain how far this system is improving the quality of feedback generally. The Subject should fully engage with the external LEAF Project in this respect (para. 5.4.5).	Enhancement in Learning & Teaching	Assessment & Feedback	Feedback - consistent provision	Feedback
4.5.7	TFTS	undertake a review of the operation of the Subject's Staff Student Liaison Committees, to ensure that actions are clearly identified and progressed, and outcomes reported back to students [Section 4.5.7]	Enhancement in Learning & Teaching	Assessment & Feedback	Feedback - review of SSLS to ensure outcomes reported back to students	Feedback
5.1.14	History	The Panel recommends that the Subject develops initiatives to enhance learning and teaching through the use of technology	Enhancement in Learning & Teaching	Assessment & Feedback	Development of intiatives	Technology enhanced L&T
3.4.2	GES	The use of industry specific software and technologies was important to students, and some suggested that the use of this software more extensively and consistently throughout the programmes offered within the School may enhance employability. The Panel recommends that the School consider an 'ideal state' in regard to the physical and I.T resources that might be made available to students in light of the forthcoming campus redevelopment and investments and develop this into a plan that could potentially be used to present information and guide decisions in this area. This might be linked to a broader plan highlighted as part of the recommendation at 5.2. The Panel also suggests that the School keep under review the type of industry software which might enhance student employability and wherever practicable ensure that this is utilised as fully as possible in the programmes and courses on offer.	Enhancement in Learning & Teaching	L&T Resources	Specialised equipment	Resources - physical
4.4.9.1	Urban	The Review Panel recommends that action be taken to address the issues relating to teaching accommodation identified in this report which either prevent the delivery of teaching or have resulted in an environment which is not conducive to effective learning and teaching: lack of accessible teaching accommodation for students with disabilities, tutorials timetable in lecture theatres - inhibited discussion, classrooms with no tables and 3-hour teaching sessions interupted by the need to change location	Enhancement in Learning & Teaching	L&T Resources	Provision of appropriate teaching accommodation	Resources - physical
5.4.2	Chemistry	The Review Panel recommends that the School work with the College to reach a mutually acceptable position in relation to the provision of teaching support. In this respect, it would be appropriate to review the person specification and remit for the proposed Teaching Administrator post and, if possible, engage an experienced Teaching Administrator on short secondment from elsewhere in the College to consider the feasibility and suitability of the proposal. This would help to build the evidence base for future support.	Enhancement in Learning & Teaching	L&T Resources	Appropriate administrative support	Resources - staff
3.1.5	Economics	The Panel recommends that the School and Subject engage in the future re-design of the Gilbert Scott building to create interactive space for its students and Staff (para. 3.1.5).	Enhancement in Learning & Teaching	L&T Resources	Involvement with re-design of Gilbert Scott Building	Resources - physical
4.3.11	Chemistry	The Review Panel recommends that, if desired by the School and considered feasible, the School re-introduce a system whereby all students are offered enrolment meetings with their Adviser of Studies, in order to prevent difficulties with unsuitable course choices and levels. This is embedded practice elsewhere in the University and the School could draw on this experience	Enhancing the Student Experience	Supporting students in learning	Re-introduction of enrolment meetings with Adviser of Studies	support mechanisms
5.4.6	TFTS	The Review Panel recommends, as a matter of urgency[1], the Senate Office liaise with Ms Dorothy Welch, Deputy Secretary, to reassess the viability of installing of a swipe-card controlled system in Gilmorehill Halls, to provide evening and weekend access for staff and students.[Section 5.4.6].	Enhancing the Student Experience	Supporting students in learning	Possible installation of swipe-card controlled system for evening and weekend access for staff and students	support mechanisms
5.4.7	Chemistry	The Review Panel recommends that the School provides out-of-hours access to the Branch library for all taught postgraduate students	Enhancing the Student Experience	Supporting students in learning	out-of-hours library	support mechanisms

5.1.2	TFTS	The Review Panel recommends that the Subjects engage with the Learning and Teaching Centre (L&TC) and utilises their online support to ensure a consistent approach in the communication of assessable Intended Learning Outcomes to students [Section 5.1.2].	Enhancing the Student Experience	Supporting students in learning	Consistent approach in communication of assessable ILOs	support mechanisms
5.1.10	History	The Review Panel recommends that the Subject conduct a feasibility study with a view to development of credit bearing work based learning/ placements	Enhancing the Student Experience	Supporting students in learning	Development of work based learning/placements	Employability
4.3.1	Classics	In relation to employability, the Review Panel recommends that the Subject clearly articulate the transferable skills acquired, such as those attained in the core Travel course, and communicate these to all students.	Enhancing the Student Experience	Supporting students in learning	Employability	Employability
4.6.1	Classics	The Review Panel recommends that the Subject and the School work with the Dean of International Mobility to consider ways to promote interest in study abroad by highlighting the benefits and removing barriers to student mobility.	Enhancing the Student Experience	Supporting students in learning	Promotion of Study Abroad	Graduate Attributes
4.4.2	Classics	The Panel recommends that consideration be given to providing alternative provision to give all students access to the core skills gained by the Travel course, possibly the introduction of a number of shorter trips. Additional sources of funding should also be investigated at both Subject and School level. Alternatively, Intended Learning Outcomes should be differentiated between Single and Joint provision. [Paragraph 4.6.2]. In addition, the Panel recommends that the Subject and School ensure the core Travel course complies with the University's equality and diversity policies.	Enhancing the Student Experience	Curriculum design and development	Equality & Diversity	Graduate attributes+G35
4.4.7	History	The Review Panel recommends that Graduate Attributes are made more explicit to students through ensuring that they are embedded in course delivery and are regularly flagged at appropriate points throughout the curriculum	Enhancing the Student Experience	Supporting students in learning	Graduate Attributes	Graduate Attributes
4.7.4	Classics	The Panel recommends that the Subject considers the provision of further support for language provision, particularly for beginners, possibly introducing additional on-line resources to support beginners to Latin and Greek and address the concerns of students with no previous language experience.	Enhancing the Student Experience	Supporting students in learning	Further support in language provision for beginners	support mechanisms
4.7.2	Classics	The Panel noted that the Code of Assessment could be difficult to interpret and recommends that the Subject develops explicit Schedule A grade descriptors in relation to Classics in order to assist students to gain a better understanding of what was expected from them.	Enhancing the Student Experience	Supporting students in learning	Development of explicit Schedule A grade decriptors	Feedback mechanism
4.5.3	Economics	The Panel recommends that the Subject reviews office hours in general and how these are communicated to students and take measures to improve staff – student engagement outside of formal contact time. This should be achieved by helping staff in general to take a more proactive lead in engaging with students outside of formal teaching (para. 4.5.3).	Enhancing the Student Experience	Supporting students in learning	Improve staff-student engagement outside formal contact time	support mechanisms
4.5.2	Economics	The Panel recommends that the staff engage more with student-led initiatives, building on the networks students have developed themselves as a mechanism to enhance the cohesiveness for the Subject as a community (para. 4.5.2).	Enhancing the Student Experience	Supporting students in learning	Staff to engage more with student-led initiatives	support mechanisms
3.11	TFTS	The Review Panel recommends that the Subjects liaise with the Recruitment and International Office to ensure that prospective postgraduate students are provided with accurate information regarding the availability of course options [Section 3.11].	Enhancing the Student Experience	Supporting prospective PGT students	Transition and Induction	Transition and Induction
4.9.1	Classics	The Review Panel recommends that the School establishes appropriate support mechanisms for international students before and after arrival.	Enhancing the Student Experience	Transition and Induction		Transition and Induction
4.1.6	Chemistry	The Review Panel recommends that the School has dialogue with the College and the Recruitment & International Office, with a view to producing video testimonials of the current postgraduate students for use in recruitment to the Masters programmes	Enhancing the Student Experience	Recruitment and use of current PGTs		Recruitment

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	Chemistry	10
	Economics	10
	GES	12
	History	8
	Urban Studies	7
	TFTS	12