

**University of Glasgow**

**Academic Standards Committee – Friday 6 October 2017**

**Periodic Subject Reviews 2016-17: Summary of Good Practice/Key Strengths**

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**1. Introduction**

The purpose of this summary is to identify any significant themes in relation to key strengths and good practice arising from Periodic Subject Review in Session 2016-17, some of which may be worthy of further dissemination across the University.

Six reviews were conducted during 2016-17, as follows:

<b>Subject/School</b>	<b>Date of Review</b>	<b>Good practice identified</b>
Psychology	1 February 2017	9
HATII	7 February 2017	6
Central and East European Studies	22 February 2017	9
History of Art	22 February 2017	13
Life Sciences	2 and 3 March 2017	12
Accounting and Finance	3 March 2017	9

**2. Key Strengths and Good Practice**

A total of 58 areas of good practice/key strengths were identified in the following areas:

<b>Academic standards [3]</b>	<i>Setting, maintaining and reviewing</i>		
	Appropriate quality processes		
	Course/Programme approval		
	Annual monitoring		
	External Examining		1
	Responsiveness to student feedback		2
	Benchmark statements		
	Accreditation and other external references		

		Academic governance	
		Sharing good practice	
<b>Context and Strategy [10]</b>		Range of provision	1
		Environment (strong sense of community/student focused)	3
		Changes since last review	
		Strategic approach	4
		Reflective and high quality Self Evaluation Report	1
		Overall aims and linkage to University strategy	1
<b>Enhancing the Student Experience [21]</b>	<i>Admissions, Retention, Success</i>	Student numbers and trends	
		Recruitment	
		Retention and Progression	1
		Leavers destination data	
	<i>Equality and Diversity</i>		
	<i>Supporting students</i>	Support mechanisms	8
		Transition and Induction	4
		International students	
		Widening participation	1
	<i>Student Engagement</i>	Graduate attributes	2
		Employability	4
		Internationalisation	
		Feedback mechanisms	1
<b>Enhancement Learning &amp; Teaching [24]</b>	<i>Learning &amp; Teaching</i>	Curriculum design and development	5
		Approaches to ILOs	
		Work based learning and placement	
		Technology enhanced L&T	3

		Innovative Teaching	1
	<i>Assessment &amp; Feedback</i>	Range of/Innovative assessment methods	3
		Engagement with Assessment policy	2
		What/how students receive feedback	2
	<i>Identifying/extending good practice</i>		
	<i>Resources for L&amp;T</i>	Staffing	1
		Physical resources	
	<i>Engaging and supporting staff</i>	Supporting staff (including Equality and Diversity)	5
		GTA support and training	2
<b>Collaborative activity</b>			

Good practice identified covered a wide range with a number identified under Student Support including Transition and Induction (12), Graduate Attributes/Employability (6), Supporting staff (5), Curriculum design and development (5) and Strategic approach (4) being the categories with the most practices identified.

Full details of good practice can be found at Appendix 1.

### 3. Dissemination and tracking of good practice

The University is committed to disseminating good practice and has attempted to do so with practice arising from Periodic Subject Review. This has taken the form of identifying practice with potential for wider dissemination to be circulated to Heads of School and Learning and Teaching Advisers. Examples have also been presented at the annual Learning and Teaching Committee Away Day.

Last year, the Learning and Teaching Committee proposed that the Learning Enhancement and Academic Development Service (LEADS) should take an active role in reviewing and identifying good practice worthy of dissemination. Academic Standards Committee endorsed this proposal in October 2016. Since then, LEADS has appointed a Good Practice Adviser, who is working with the Senate Office in order to progress this.

In the first instance, the Good Practice Adviser plans to contact Schools where good practice has been identified, and to work with staff in these Schools to develop a range of electronic and online materials in a variety of media, including videos, blog posts and Moodle resources. These will be made widely available to the University of Glasgow community.

Staff engaged in good practice will be encouraged to:

- share their teaching tips by submitting them to 'Glasgow University's Teaching Tips Online' (GUSTTO), which is a bespoke resource designed for staff to share their practice with each other
- consider offering a presentation at the annual Learning and Teaching Conference
- participate in regular CPD events run by LEADS

It is hoped that this will help build a community of practitioners and embed good practice across the University.

#### **4. Recommendation to Academic Standards Committee**

Academic Standards Committee is **invited to note** the areas of good practice/key strengths identified and the proposed techniques for disseminating good practice.

## PSR good practice 2016-17

Subject	Good practice or Commendation	Area 1	Area 2	Area 3	University wide?	
Arts		Academic Standards				
Science and Engineering		Context & Strategy				
Social Sciences		Enhancing the Std Exp				
MVLS		Enhancement L&T				
		Collaborative provision				
CEES	Commendation	on its approach to internal review as evidenced in its responsiveness to the comments of the external examiner in relation to the marking scale.	Academic Standards	setting, maintaining and review	responsiveness to External Examiners	
Life Sciences	Good Practice	the holistic approach taken to analyse course evaluation data to enhance student learning as <b>good practice</b> . [Paragraph 3.4.1]	Academic Standards	setting, maintaining and review	responsiveness to student feedback	Y
Accounting and Finance	Good Practice	Acting and reflecting on student feedback, particularly in relation to the closure of feedback loops and the development of a 'feedback calendar'. [Paragraph 3.4.6]	Academic Standards	setting, maintaining and review	responsiveness to student feedback	Y
Psychology	Commendation	commitment to reflection and enhancement; and its response in establishing the twin committees of Teaching Management and Teaching Development. It is suggested that similar structures might be of interest to other academic units where the scale of provision permitted separate committees. [Paragraph 4.1.1]	Context and Strategy	Academic Governance	Strategic approach	Y
History of Art	Commendation	The Panel commends History of Art for its comprehensive Self-Evaluation Report (SER) and its strong engagement with the PSR process. There was clear evidence that staff and students were highly committed to the Subject's next phase of development under the new Head of Subject. [Paragraph 2.4.5];	Context and Strategy	Academic Standards	Reflective SER and strong engagement with PSR	
Psychology	Commendation	integration and strong sense of community between research and teaching staff within the School. This inclusive team ethos fostered by the School extends across all grades and categories of staff, including administrative and technical staff. [Paragraph 4.4.2]	Context and Strategy	Environment	Strong sense of community	
Psychology	Good Practice	The strong vision of excellent teaching provision and the engagement of staff in making that vision reality. [Paragraph 2.5.1, 2.5.2 & 4.4.2]	Context and Strategy	Environment	Engaging and supporting staff	
CEES	Commendation	for the integration and strong sense of community evident, which distinguishes CEES from other subjects	Context and Strategy	Environment	Strong sense of community	
CEES	Commendation	for the excellent provision of international programmes. These are an excellent match with the University's strategy and reveal awareness and engagement with University policy.	Context and Strategy	range of provision	linkage with University international strategy	
CEES	Good Practice	Unique international programmes	Context and Strategy	range of provision	linkage with University international strategy	
CEES	Good Practice	Enquiry-led and research-led learning and teaching	Context and Strategy	strategic approach	research-led teaching	
Accounting and Finance	Good Practice	Research-led teaching, and the Subject's efforts to promote courses that are both research informed and critically engaged. [Paragraph 2.4.2]	Context and Strategy	strategic approach	research-led teaching	
History of Art	Good Practice	The emphasis placed by the Subject on research-led teaching. [paragraph 3.1.12]	Context and Strategy	strategic approach	research-led teaching	
Life Sciences	Commendation	the evidence based data driven approach to understanding and improving assessment practice across the School. [Paragraph 4.2.1]	Enhancement L&T	Assessment & Feedback	assessment	Y
Psychology	Good Practice	The use of Peer-Assisted Learning, particularly in the level of engagement demonstrated by the students that the Panel met. [Paragraph 3.3.8]	Enhancement L&T	Assessment & Feedback		Y
Life Sciences	Good Practice	the harmonisation of Level 4 projects as <b>good practice</b> [Paragraph 4.2.3]	Enhancement L&T	Assessment & Feedback	assessment	
Life Sciences	Good Practice	with the introduction of low stakes assessment in early stages and the associated provision of summative feedback and considered this <b>good practice</b> . [Paragraph 4.2.4]	Enhancement L&T	Assessment & Feedback	feedback mechanisms	Y
Life Sciences	Good Practice	The students were exposed to a standard range of assessment types but included feedforward formative assessment followed by summative assessment in several courses. This <b>good practice</b> should be enhanced by the work undertaken by the new Assessment and Feedback Committee. [Paragraph 4.2.5]	Enhancement L&T	Assessment & Feedback	feedback mechanisms	Y
Life Sciences	Good Practice	the statistically-evidenced moderation of marking as <b>good practice</b> . [Paragraph 4.2.9]	Enhancement L&T	Assessment & Feedback	marking	Y
History of Art	Good Practice	The introduction of guidelines regarding the supervision and review of drafts of dissertations. [paragraph 3.1.9]	Enhancement L&T	Assessment & Feedback	marking	Y
Psychology	Commendation	embedding research methodologies throughout the curriculum to support students in becoming investigative, reflective learners. [Paragraph 4.1.12]	Enhancement L&T	Curriculum design		
Psychology	Good Practice	The holistic approach to review of the undergraduate programme. [Paragraph 4.1.5 – 8]	Enhancement L&T	Curriculum design		Y
Life Sciences	Good Practice	the consultative approach to the redesign of Level 2 as <b>good practice</b> . [Paragraph 4.1.1]	Enhancement L&T	Curriculum design		Y
Accounting and Finance	Good Practice	Efforts to widen the breadth of course options available to undergraduate students. [Paragraph 4.1.1]	Enhancement L&T	Curriculum design		
History of Art	Commendation	The Review Panel commends History of Art on the delivery and content of the Methodology of Art Junior Honours core course, which was highly praised by the students the Panel met with. [paragraph 3.1.8];	Enhancement L&T	Curriculum design		
Psychology	Good Practice	The School's engagement with the Recognising Excellence in Teaching Scheme, and its encouragement of all staff and GTAs to apply. [Paragraph 4.4.3 & 4.4.8]	Enhancement L&T	Engaging and supporting staff		
Information Systems	Commendation	Peer Observation of Teaching scheme to facilitate coordinated peer reporting on teaching practice and encourages continued professional development [Section 4.1.1];	Enhancement L&T	Engaging and supporting staff	Peer observation	Y
Information Systems	Commendation	engagement with the Recognising Excellence in Teaching Scheme, which encouraged applications from all staff including GTAs/student laboratory demonstrators [Section 4.4.10].	Enhancement L&T	Engaging and supporting staff		Y
CEES	Good Practice	appointment of a lead GTA and inclusion on the Staff Committee	Enhancement L&T	Engaging and supporting staff	GTA support and training	A&F WG
Accounting and Finance	Good Practice	Support for early-career staff and the development of local measures such as generous conference support funds and reduced teaching workloads to promote research and career development. [Paragraph 4.4.1]	Enhancement L&T	Engaging and supporting staff	support for early career staff	

Accounting and Finance	Good Practice	Providing staff with the freedom to select their teaching options. [Paragraph 4.4.2]	Enhancement L&T	Engaging and supporting staff	freedom to select teaching options	
Accounting and Finance	Commendation	efforts to induct and integrate GTAs into the Subject's teaching community. In particular, the Panel commends the development of a formal application process (with interviews and CVs) for GTAs and recognises this as an area of outstanding practice worthy of wider University dissemination. [Paragraph 4.4.3]	Enhancement L&T	Engaging and supporting staff	GTA support and training	Y
History of Art	Good Practice	The range of professional expertise provided by staff. [paragraph 3.1.2]	Enhancement L&T	range of provision	staffing	
Information Systems	Good Practice	The Subject's use of technology-led teaching through Moodle in a blended model, which builds on student knowledge to facilitate productive learning and support student engagement, was recognised as an area of <b>good practice</b> [Section 4.1.8].	Enhancement L&T	Learning & Teaching	Technology enhanced L&T	Y
Life Sciences	Commendation	its innovative use of the VLE (Moodle) which had become the main source of information and communication for all students. [Paragraph 4.1.9]	Enhancement L&T	Learning & Teaching	Technology enhanced L&T	Y
Life Sciences	Good Practice	The Molecular Methods App provided an example of <b>best practice</b> , in using digital support resources, delivering material in a way that the digitally aware student cohort would appreciate and engage with. [Paragraph 4.1.11]	Enhancement L&T	Learning & Teaching	Technology enhanced L&T	Y
History of Art	Commendation	The Review Panel commends History of Art's introduction of a Teaching Forum as an excellent example of innovative practice in Learning and Teaching. [paragraph 4.1.9];	Enhancement L&T	Learning & Teaching	Innovative teaching	Y
History of Art	Good Practice	The clear sense of progression which existed between the Level 1 and 2 curriculum. [paragraph 4.1.1]	Enhancing the Std Exp	Retention and Success	Progression	
Psychology	Good Practice	The systematic use of course evaluation summary and response documents to record and communicate responses to student feedback. [Paragraph 3.4.2]	Enhancing the Std Exp	Student engagement	feedback mechanisms	
Information Systems	Commendation	the Subject's use of Senior Honours-level students as laboratory demonstrators [Section 4.4.9];	Enhancing the Std Exp	Student engagement	employability	
Information Systems	Good Practice	The Review Panel recognises the Subject's wide range of work-based learning opportunities offered to students and the focus on graduate attributes embedded throughout the curriculum as <b>good practice</b> [Section 3.3.3].	Enhancing the Std Exp	Student engagement	employability	
CEES	Good Practice	wide ranging and prestigious work placements	Enhancing the Std Exp	Student engagement	employability	Y
History of Art	Good Practice	The emphasis on the value of generic and transferable skills across its curriculum. [paragraph 2.4.3]	Enhancing the Std Exp	Student engagement	graduate attributes	Y
History of Art	Good Practice	The opportunities provided by the Centre for Textile Conservation and Technical Art History (CTCTAH). [paragraph 3.1.3]	Enhancing the Std Exp	Student engagement	graduate attributes	
History of Art	Commendation	The Review Panel commends the Subject on its engagement with the wider community and, in particular, its efforts to bring professional expertise to bear on student learning through work placements, its guest lecturer programme and its partnership working with external art organisations. [paragraph 3.3.6];	Enhancing the Std Exp	Student engagement	employability	Y
Psychology	Commendation	pastoral support of its students, including its efforts to integrate new undergraduate students making the transition into University study. [Paragraph 3.3.3]	Enhancing the Std Exp	Support Mechanisms	Transition & Induction	Y
CEES	Commendation	for the support provided in induction and transition and its commitment to supporting staff and students.	Enhancing the Std Exp	Support Mechanisms	Transition & Induction	
Life Sciences	Commendation	the extended induction beyond fresher's week. [Paragraph 3.1.2]	Enhancing the Std Exp	Support Mechanisms	Transition & Induction	Y
Life Sciences	Good Practice	participation on the HEA What Works project and changes made to student support as a consequence as <b>good practice</b> . [Paragraph 3.1.3]	Enhancing the Std Exp	Support Mechanisms	assessment and feedback coordinated support with Disability Services	Y
Life Sciences	Good Practice	the support coordinated with Disability Services to be <b>good practice</b> . [Paragraph 3.2.2]	Enhancing the Std Exp	Support Mechanisms	Disability Services	Y
Accounting and Finance	Commendation	the transitional support that they provide their undergraduate students between school and university, and between each year of study. [Paragraph 3.3.7]	Enhancing the Std Exp	Support Mechanisms	Transition & Induction	Y
History of Art	Commendation	The Review Panel commends the reflective and knowledgeable approach to student support taken by History of Art's GTAs. [paragraph 4.4.11];	Enhancing the Std Exp	Support Mechanisms	Support provided by GTAs	
Information Systems	Good Practice	The availability of teaching and administrative staff members to support students in their learning, despite the challenges resulting from increasing student numbers, was recognised by Panel members as <b>good practice</b> [Section 3.3.1].	Enhancing the Std Exp	supporting students	Support Mechanisms	
CEES	Good Practice	the Subject's commitment to nurturing student cohesion and a strong sense of identity	Enhancing the Std Exp	supporting students	strong sense of identity	Y
Accounting and Finance	Good Practice	Commitment and success in Widening Participation, particularly with regards to the recruitment of Scottish students from areas of multiple deprivation. [Paragraph 3.2.2]	Enhancing the Std Exp	supporting students	Widening Participation	Y
Accounting and Finance	Good Practice	Sense of community and collegiality at undergraduate level. [Paragraph 3.4.2]	Enhancing the Std Exp	supporting students	strong sense of identity	
History of Art	Commendation	The Review Panel commends History of Art on its use of the annual Postgraduate Symposium as a means of fostering common identity and purpose across its PGT community. [paragraph 3.1.13];	Enhancing the Std Exp	supporting students (PGT)	strong sense of identity	Y
History of Art	Commendation	The Review Panel commends History of Art on the very high levels of satisfaction reported by the PGT students it met with. [paragraph 3.1.13];	Enhancing the Std Exp	supporting students (PGT)	high levels of satisfaction	Y

Accounting & Finance	9
CEES	9
History of Art	13
Information Systems	6
Life Sciences	12
Psychology	9
	58