University of Glasgow

Academic Standards Committee – Friday 6 October 2017

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

Mrs Catherine Omand, Senate Office

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:

Subject/School	Date of Review	Good practice identified
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:

Academic standards [3]	Setting, maintaining and reviewing	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	
Context and Strategy [10]		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
Enhancing the Student Experience [21]	Admissions, Retention, Success	Student numbers and trends	
		Recruitment	
		Retention and Progression	1
		Leavers destination data	
	Equality and Diversity		
	Supporting students	Support mechanisms	8
		Transition and Induction	4
		International students	
		Widening participation	1
	Student Engagement	Graduate attributes	2
		Employability	4
		Internationalisation	
		Feedback mechanisms	1
Enhancement Learning & Teaching [24]	Learning & Teaching	Curriculum design and development	5
		Approaches to ILOs	
		Work based learning and placement	
		Technology enhanced L&T	3

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

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

Arts
Science and Engineering
Social Sciences
MVLS

Academic Standards Context & Strategy Enhancing the Std Exp Enhancement L&T Collaborative provision

Subject	Good practice or Commendation		Area 1	Area 2	Area 3	University wide?
		on its approach to internal review as evidenced in its responsiveness to the comments of the external examiner in		setting, maintaining and	responsiveness to External	·
CEES	Commendation	relation to the marking scale. the holistic approach taken to analyse course evaluation data to	Academic Standards	review	Examiners	
Life Sciences	Good Practice	enhance student learning as good practice . [Paragraph 3.4.1] Acting and reflecting on student feedback, particularly in relation	Academic Standards	setting, maintaining and review	responsiveness to student feedback	Υ
Accounting and Finance	Good Practice	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	Υ
		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]				
Psychology	Commendation	provision permitted separate committees. [Faragraph 4.1.1]	Context and Strategy	Academic Governance	Strategic approach	Υ
		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			Reflective SER and strong	
History of Art	Commendation	development under the new Head of Subject. [paragraph 2.4.5]; integration and strong sense of community between research	Context and Strategy	Academic Standards	engagement with PSR	
Deucholomy	Commondation	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]	Contact and Stratage	Environment	Strong conce of community	
Psychology	Commendation	The strong vision of excellent teaching provision and the engagement of staff in making that vision reality. [Paragraph	Context and Strategy	Environment	Strong sense of community Engaging and supporting	
Psychology	Good Practice	2.5.1, 2.5.2 & 4.4.2] for the integration and strong sense of community evident, which	Context and Strategy	Environment	staff	
CEES	Commendation	distinguishes CEES from other subjects for the excellent provision of international programmes. These	Context and Strategy	Environment	Strong sense of community	
CEES	Commendation	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 linkage with University	
CEES CEES	Good Practice Good Practice	Unique international programmes Enquiry-led and research-led learning and teaching	Context and Strategy Context and Strategy	range of provision strategic approach	international strategy research-led teaching	
0225	Good Fractice	Research-led teaching, and the Subject's efforts to promote courses that are both research informed and critically engaged.	context and strategy		research rea readining	
Accounting and Finance	Good Practice	[Paragraph 2.4.2] The emphasis placed by the Subject on research-led teaching.	Context and Strategy	strategic approach	research-led teaching	
History of Art	Good Practice	[paragraph 3.1.12] the evidence based data driven approach to understanding and	Context and Strategy	strategic approach	research-led teaching	
Life Sciences	Commendation	improving assessment practice across the School. [Paragraph 4.2.1]	Enhancement L&T	Assessment & Feedback	assessment	Υ
		The use of Peer-Assisted Learning, particularly in the level of engagement demonstrated by the students that the Panel met.				
Psychology	Good Practice	[Paragraph 3.3.8] the harmonisation of Level 4 projects as good practice	Enhancement L&T	Assessment & Feedback		Υ
Life Sciences	Good Practice	[Paragraph 4.2.3] with the introduction of low stakes assessment in early stages	Enhancement L&T	Assessment & Feedback	assessment	
Life Sciences	Good Practice	and the associated provision of summative feedback and considered this good practice . [Paragraph 4.2.4]	Enhancement L&T	Assessment & Feedback	feedback mechanisms	Υ
		The students were exposed to a standard range of assessment types but included feedforward formative assessment followed by summative assessment in several courses. This good practice should be enhanced by the work undertaken by the				
Life Sciences	Good Practice	new Assessment and Feedback Committee. [Paragraph 4.2.5] the statistically-evidenced moderation of marking as good	Enhancement L&T	Assessment & Feedback	feedback mechanisms	Υ
Life Sciences	Good Practice	practice. [Paragraph 4.2.9]	Enhancement L&T	Assessment & Feedback	marking	Υ
History of Art	Good Practice	The introduction of guidelines regarding the supervision and review of drafts of dissertations. [paragraph 3.1.9] embedding research methodologies throughout the curriculum to	Enhancement L&T	Assessment & Feedback	marking	Υ
Psychology	Commendation	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		Υ
Life Sciences	Good Practice	the consultative approach to the redesign of Level 2 as good practice . [Paragraph 4.1.1]	Enhancement L&T	Curriculum design		Υ
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		
		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.				
History of Art	Commendation	[paragraph 3.1.8]; The School's engagement with the Recognising Excellence in	Enhancement L&T	Curriculum design		
Psychology	Good Practice	Teaching Scheme, and its encouragement of all staff and GTAs to apply. [Paragraph 4.4.3 & 4.4.8] Peer Observation of Teaching scheme to facilitate coordinated peer reporting on teaching practice and encourages continued	Enhancement L&T	Engaging and supporting staff Engaging and supporting		
Information Systems	Commendation	professional development [Section 4.1.1]; engagement with the Recognising Excellence in Teaching Scheme, which encouraged applications from all staff including	Enhancement L&T	staff	Peer observation	Υ
Information Systems	Commendation	GTAs/student laboratory demonstrators [Section 4.4.10].	Enhancement L&T	Engaging and supporting staff		Υ
CEES	Good Practice	appointment of a lead GTA and inclusion on the Staff Committee Support for early-career staff and the development of local measures such as generous conference support funds and	Enhancement L&T	Engaging and supporting staff	GTA support and training	A&F WG
Accounting and Finance	Good Practice	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	

stream of the control			Providing staff with the freedom to select their teaching options.		Engaging and supporting	freedom to select teaching	
community in principal, the Parts community in development of the Community of Mark Unleased, delian ministry of Mark Unleased, delian ministr	Accounting and Finance	Good Practice	[Paragraph 4.4.2]	Enhancement L&T	staff	options	
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Security of Art Commendation (Security Action 1) Commendation (Sec	Accounting and Finance	Commendation		Enhancement L&T		GTA support and training	Υ
a blonded model, which builds on makes throwships to include the control of the c	History of Art	Good Practice	[paragraph 3.1.2]	Enhancement L&T	range of provision	staffing	
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set of Coorde Pacietic and Set of Pacietic and	Life Sciences	Commendation	[Paragraph 4.1.9]	Enhancement L&T	Learning & Teaching	Technology enhanced L&T	Υ
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Information Systems	Psychology	Good Practice	feedback. [Paragraph 3.4.2]	Enhancing the Std Exp	Student engagement	feedback mechanisms	
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Information Systems							
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The Review Panel commends the Subject on its engagement with the wider community and, in particular, its efforts to bring professional experts to be done on subdent learning through work placements, its quest lecture programme and its partnership placements in the provided in induction and transition and its partnership placements in the provided in induction and transition and its commendation. It is cliences Commendation Commendation Commendation The Review Panel commends the reflective and Involved pastles and induction and its continuation of the provided their undergraduates suddents between school and university, and between each year and its partnership placements and its partnership placements and induction on the IEAR AND placements and its partnership placements and induction on the IEAR AND placements and induction on the IEAR AND placements and its partnership placements and induction on the IEAR AND placements and induction on the IEAR AND placements and induction on the IEAR placement in the IEAR placement in the IEAR placement in the IEAR placement i							
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The Review Panel commends the reflective and knowledgeable approach to student support taken by History of Art's GTAs. [Paragraph 4.4.11]: 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 good practice [Section 3.3.1]. the Subject scommitment to nurturing student cohesion and a strong sense of identity Commitment and success in Widening Participation, particularly with regards to the recruitment of Scottish students from areas of multiple deprivation. [Paragraph 3.2.2] Accounting and Finance Good Practice Sense of community and collegiality at undergraduate level. [Paragraph 3.4.2] 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. The Review Panel commends History of Art on the very high levels of Satisfaction reported by the PGT students it met with.			students between school and university, and between each year				
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