

University of Glasgow

Academic Standards Committee – Friday 25 May 2018

Periodic Subject Review: Review of Management held on 9 March 2018

Heather Lambie, Clerk to the Review Panel

Review Panel:

Professor Frank Coton	Vice Principal (Academic and Education Innovation) Panel Convener
Professor Ian Clarke	University of Edinburgh, External Subject Specialist
Professor Nick Hill	Senate Assessor on Court (<i>Professor Hill was unable to attend the Review itself, due to ill health</i>)
Ms Bethan Hall-Jones	Student member
Dr Andrew Smith	School of Social and Political Sciences, Cognate member
Mx Nicole Kipar	Learning Enhancement and Academic Develop Service
Ms Heather Lambie	Senate Office and Clerk to the Panel
Mrs Catherine Omand	Observer
Dr Robert Partridge	Observer
Ms Vicky Dale	Observer

1. Introduction

- 1.1 Management is one of three subject areas within the Adam Smith Business School (ASBS) in the College of Social Sciences. It is co-located in the Gilbert Scott Building with Accounting and Finance, and Economics, the other two subjects which comprise the School.
- 1.2 It is the largest business school in Scotland and the second largest in the UK and it has achieved the distinction of triple accreditation by the Association of MBAs (AMBA), European Quality Improvement System (EQUIS) and the Association to Advance Collegiate Schools of Business (AACSB). It is one of only 86 institutions across the world to have achieved this.
- 1.3 Accommodation has been acknowledged as presenting issues in previous reviews and it is considered that increased class sizes have brought additional challenges (for example, support services may not be available for classes delivered in the evenings). In the medium term, such issues will be addressed by the new business school at the site of the Western Infirmary, to be completed in 2021.
- 1.4 Preparation of the Management Self Evaluation Report (SER) was undertaken by a subset of the Management PSR Steering Group, including Dr Thomas Anker, Head of Subject and three additional academic staff. The SER was informed by a series of consultations with staff and students, including two meetings with GTA/adjunct faculty representatives. In addition to meetings, students were encouraged to submit brief

written statements. The Panel was **pleased** to note the extent of consultation and that views and comments from Dr Amanda Sykes from the Learning and Academic Development Service were incorporated to strengthen the report. The Panel **commends** the Subject on its clear identification of its challenges in the SER and attempts to find innovative ways in which to address these.

- 1.4.1 The Review Panel met with: Dr Thomas Anker (Head of Subject), Dr Kalliopi Chatzipanagiotou (Quality Officer), Professor Martin Beirne (Postgraduate Convener), Professor John Finch (Head of School), Professor Moira Fischbacher-Smith (Dean of Learning and Teaching), and Professor Anne Anderson (Vice Principal and Head of College). It also met with twenty one staff, six undergraduate students, six postgraduate students, four GTA and five early career staff.

2. Context and Strategy

2.1 Staff

At the time of the review, Management had 62 members of academic staff including 2 research associates, 8 research assistants, 15 lecturers, 14 senior lecturers, 3 readers and 20 professorial staff. In addition, 13 adjunct adjunct teaching staff and 23 graduate teaching assistants were employed.

Management Subject Area	
Core academic staff	62
Graduate Teaching Assistants	23
Adjunct staff	13
Academic staff FTE total	98

The SER draws attention to a high staff: student ratio of 22.3, which is higher than the Russell Group average for Management.

2.2 Students

Individuals enrolled on one or more courses at each level 2017/18	
Level 1	289
Level 2	342
Level 4 (Junior & Senior Hons)	255
Visiting Students taking Honours Courses	61
MSc in Management	127
MSc in Management with Human Resources	103
MSc in Management with International Finance	49
MSc in Management with Enterprise and Business Growth	47
MSc in International Strategic Marketing	93
MSc in Finance and Management	89
MSc in International Business and Entrepreneurship	38
MSc in International Human Resource Management and Development	26

MSc in Professional Pathways	19
MBA	33

2.3 Range of Provision under Review

Undergraduate

- MA Hons Business & Management

Postgraduate Taught

- Generalist MSc Management
- MSc Management with Enterprise and Business Growth
- MSc Management with Human Resources
- MSc Management with International Finance Specialist
- MSc International Strategic Marketing MSc International Business & Entrepreneurship
- MSc International Human Resource Management & Development
- MSc Finance & Management Professional
- The Glasgow MBA

2.4 Strategic Approach to Enhancing Learning and Teaching

2.4.1 The SER describes the subject's approach to enhancing learning and teaching clearly and was considered to be well-judged. It identifies specific achievements and challenges in a way which suggests that the Subject is well-placed to address such challenges (although it is noted that some involve external constraints, ie, in relation to recruitment, and that decisions relating to these areas are made outwith the subject).

In the meeting with the Panel, the Head of Subject and other key leadership staff were asked to identify how they see teaching evolving and how this might relate to the Subject's needs for the campus redevelopment. It is considered that the main focus in future will be on experiential learning and professional relevance and that consultation and discussions will take place to inform the development of new teaching spaces.

2.4.2 It was noted that there is greater stability now than at the time of the previous review in 2012 and that, as a result, the Subject is much better-placed to implement its Learning and Teaching Strategy and to deliver its ambitious plans to embed experiential learning. Efforts thus far include the implementation of a suite of consultancy courses across all levels of teaching which allow students to work with small to medium businesses and third sector organisations.

2.4.3 In view of the increased stability, the Subject considers that it will be possible to rely less on adjunct staff for delivery and to consolidate learning and teaching approaches.

2.4.4 Further to the impressive achievement of triple accreditation, the Subject aims to ensure that its strategy results in its MBA and Executive MBA being ranked in the Financial Times top 100. The Panel **commends** Management's approach to obtaining/maintaining accreditation despite the sometimes competing requirements of the accreditation bodies.

2.4.5 The Subject considers that its greatest risk is the lack of diversity in its student population and the impact this has on the student experience. In order to mitigate this risk, the subject is working with agents and reviewing its scholarship and collaborative

provision to broaden its markets. It is also undertaking further programme development work (for example, in areas such as financial technology and health management) which it is anticipated will attract students from different geographical areas.

The Panel noted the Subject's attempts to enhance external engagement and its commitment to this area. The Panel agreed that it would be useful for staff working in external engagement to feed into learning and teaching activities. The Review Panel **recommends** that the Subject puts more emphasis on progressing its External Engagement Strategy in order to enhance its learning and teaching provision. The Panel recognises the work already undertaken but considers that more progress needs to be made to ensure the subject continues to deliver an excellent student experience and remains competitive with its peers in this respect.

- 2.4.6 The Panel agreed that the appointment of a Director of Learning and Teaching could ensure a shared strategic direction of travel for the totality of learning and teaching innovations in the ASBS. (Currently, the ASBS has a Director of Undergraduate Studies and a Director of Postgraduate Studies, but no overall Director of Learning and Teaching with strategic responsibility for the development of learning and teaching per se.) The Review Panel welcomes the creation of the new role of Director of Learning and Teaching in the School but highlights that this alone will not be enough to ensure that the School delivers on the key objectives and desired cultural change that are central to its Learning and Teaching strategy. With this in mind, the panel **recommends** that the School reviews the authority this post will have to deliver change, how it will be supported, its linkages to other key leadership roles in relation to teaching and the FTE weighting which it carries.
- 2.4.7 During the Review, it was acknowledged that the secondment of a member of staff from the Learning Enhancement and Academic Development Service (as a Fellow in Teaching Excellence Initiative in Business School Learning and Teaching) will help embed innovations and new strategies for learning and teaching.
- 2.4.8 The Panel noted the Subject's aim to ensure parity of esteem for those staff on learning and teaching and scholarship tracks (for example, the possibility of teaching leave to develop teaching initiatives was mooted). The Panel recognises the value of the convocations that have been initiated for staff on LTS contracts but **recommends** that, while maintaining their integrity, these could occasionally take the form of best practice sharing sessions that include staff on R&T contracts.

3. Enhancing the Student Experience

3.1 Admissions, Retention and Success

Recruitment

- 3.1.1 The arrangements for direct access to level 2 from Glasgow International College (GIC) have increased recruitment, adding around 110 students per year since 2013. This has brought with it additional challenges as the approach to teaching at GIC does not necessarily align fully with University teaching (although in discussions and in the SER staff suggest that transition has improved over time).
- 3.1.2 The number of students on 'Professional Pathways', ie, undertaking management study in addition to, for example, Engineering, has also increased over the same period.
- 3.1.3 All postgraduate and undergraduate applications are processed centrally by Admissions (part of External Relations). The Subject considers that additional efforts need to be made to ensure the quality of students admitted. Although they highlight a wish for greater autonomy, the Panel considers that the Subject needs to continue to

work with Admissions to ensure appropriate levels and standards in terms of recruitment. The Subject noted that one such measure is to recruit from only the top 200, rather than the top 300 institutions.

3.1.4 Postgraduate conveners supplement the formal academic qualifications for entry by specifying appropriate prior learning requirements. This is considered vital for successfully undertaking the work which is part of the Specialist degrees.

3.1.5 The SER expressed concern that there will be a loss of strong EU participants in the future. The Panel **agreed** that student populations should continue to be monitored and the impact of attempts to enhance diversity measured.

Progression

3.1.6 Progression from year 1 to year 2 and from year 2 to year 3 is 96.5% and 90% respectively. The former is higher than for the College of Social Sciences, the latter marginally lower. The redeveloped undergraduate degree and the impact on progression will be monitored by the School and Subject.

3.1.7 Of those PGT students admitted in 2016, 98% graduated (the average over previous years was just under 95%).

Postgraduate Taught Provision

3.1.8 Postgraduate taught admissions have increased from 564 in 2013 to 625 in 2017.

3.1.9 The SER reported a concern with the low number of PGT awards with distinction (it was noted, for example, that examination boards have identified a shortfall in comparison with other institutions). The Subject would like the Academic Standards Committee to consider this further as part of its review of PGT regulations.

3.2 Equality and Diversity

3.2.1 The overall gender balance in Management is 59% female, 41% male (for comparison this is 63% female and 27% male across the College of Social Sciences).

3.2.2 The SER identified significant risks in terms of diversity, with a number of programmes attracting over 90% of their students from China. It is acknowledged that this cohort has been integral to the University international student population growth and to meeting recruitment targets, but it was agreed that the Subject should be supported in its attempts to ensure diversity. The Panel noted that the School should continue to work with the College and the relevant University services on its strategy to address insufficient diversity.

3.2.3 Just over 13% of students reported a disability. This is slightly lower than the College as a whole at 15%. The Panel **agrees** that the SER features insufficient reference to support for students reporting a disability. In view of insufficient time, this had not been discussed during the Review but the School and Subject should consider how they support students who require additional support.

3.2.4 It was reported that the Subject recruits fewer students from deprived backgrounds than the College but the Panel **commends** attempts to redress this by employing a widening participation tutor and a widening participation GTA.

3.3 Supporting Students in their Learning

3.3.1 The Panel considers as **good practice** the Subject's efforts to respond to student feedback and to provide effective forms of support, and to ensure a greater response to the NSS. In particular, the Panel was pleased to note the increased scores in the Postgraduate Taught Experience Survey.

- 3.3.2 The staff suggested that there is still additional work to be undertaken in order to ensure that the teaching methods at GIC align with those in the Subject and that students entering at Level 2 are not underprepared (particularly with regard to critical thinking) or less likely to progress. The SER states that it is hoped that GIC will introduce additional group working, presentational skills and 'applying critical scrutiny' classes so that students can experience a smoother transition. The Panel **agreed** that such efforts are crucial and should be prioritised.
- 3.3.3 The provision of pre-arrival communications, welcome events, activities and induction including a social programme was considered impressive. To add to this, the Panel suggested that it could be useful to have some form of English language course pre-arrival to prepare students as to what level of English is required.
- 3.3.4 The Panel **commends** the growing emphasis on enhancing the range of new experiential courses and other mechanisms to increase business engagement. These include students working as consultants for business, 'Business Briefings' where staff and students discuss current business affairs, and an ethics night which includes input from business and third sector contacts.
- 3.3.5 It was notable that students considered communications from Subject staff to be excellent.

Graduate Attributes

- 3.3.6 The Panel was pleased to note from the SER the number of initiatives the Subject has introduced to incorporate graduate attributes including: professional development opportunities, the careers and employability element of the MBA, alumni networking, leadership and communications activities, new opportunities for professional accreditation, consultancy projects and the Graduate Performance Management Programme. At the meeting with the students, it was suggested that employability and career prospects be introduced earlier at Level 1 and 2
- 3.3.7 The Subject has a broad vision to encourage the development of 21st century graduate attributes and skills by creating critical and entrepreneurial graduates (the SER noted an increasing demand from students for enhanced professional relevance and co-delivery by representatives from the corporate world).

3.4 Student Engagement

- 3.4.1 The SER and staff surveys referred to the issues surrounding large class sizes. The School intends to make greater use of blended learning to enhance problem-solving skills. It should also ensure staff are provided with the skills to enable them to teach large classes where this is required. The Review Panel recognises the difficulties involved in teaching large classes and **recommends** that, with the support of the Learning Enhancement and Academic Development Service, the Subject establishes internal mechanisms to develop the capabilities of staff to make greater and more systematic use of effective approaches, including those that are technologically enabled, to the teaching of large classes.
- 3.4.2 The students who attended the Review praised the Subject for the variety of teaching styles and mechanisms. However, they highlighted that not all students participated in group work¹ or attended classes and suggested there should be sanctions for those students who do not participate fully.
- 3.4.3 It was notable from the students the Panel met with that they were proud to be associated with the Business School and consider that feedback students provided

¹ The Subject is referred to the group work policy which is currently being developed by the Assessment and Feedback Working Group (a sub group of the Learning and Teaching Committee).

resulted in tangible improvements. The Panel recognises as **good practice** the subject's willingness to engage in feedback and provide updates on actions to student representatives in advance of student and staff liaison committee meetings.

- 3.4.4 Students were encouraged to undertake management study by pre-entry events including the open day and summer schools and these were rated highly by the students who had attended/participated.
- 3.4.5 The clear efforts to establish a student community to ensure students feel welcome and engaged were **commended** by the Panel. The Panel considered, in particular, that the Business Briefings (also referred to in 3.3.4) events referred to in demonstrate **best practice** in the field.

4. Enhancement in Learning and Teaching

4.1 Learning and Teaching

Study abroad

- 4.1.1 Undergraduate students considered that the opportunities to engage in study abroad were excellent and commented on the fact that the Subject was very well-connected across the world. The Panel was **pleased to note** that the students suggested that the administration and management of study abroad experiences was well-organised.

Placement learning

- 4.1.2 The Subject highlighted the provision of placement training in the MBA programme. It was also clear that the Subject's alumni, other external contacts, and adjunct staff would be well-placed to advise on the potential to expand placement training if this was considered desirable.

Curriculum Design

- 4.1.3 Students were involved in curriculum redesign from the early stages. The Panel noted that the undergraduate programme has undergone a three-year review and redevelopment.
- 4.1.4 In addition, to a minor ongoing review of postgraduate provision in order to align with international developments, the Subject intended to introduce a new MSc in Entrepreneurship (this was a recommendation from the Knowledge Partnership following their 2017 portfolio review of all undergraduate and postgraduate taught programmes in ASBS).
- 4.1.5 The Panel was **pleased to note** that with the arrival of a new MBA Director in September 2017, the intention is now to review and strengthen the programme. The Subject suggested that at present there is only potential for limited growth in student numbers in view of the space restrictions but that it is hoped there will be dedicated space for MBA students within the new building. It was also noted that one of the difficulties in enhancing the programme is the need to train staff in a different method of teaching.
- 4.1.6 A new MSc in International Human Resource Management and Development had been introduced in 2017/18. This programme had been developed in conjunction with the Chartered Institute of Personnel and Development, ensuring that all graduates receive professional accreditation (an important aspect of the School's strategic development plans).

Approach to Intended Learning Outcomes (ILOs)

- 4.1.7 The three year review of the undergraduate programme had led to a fundamental redesign of the curriculum. Programme ILOs were agreed following extensive consultation with employers, students and academic staff. The School's AACSB and EQUIS accreditation also played a major role in informing programme ILOs, for example, leading to a significantly increased focus on experiential learning (e.g. the introduction of consultancy courses where students solve cases for external clients/businesses and compulsory capstone courses).
- 4.1.8 The redesigned Level 1 course was being taught for the first time in Session 2017-18. It was noted that in addition to attempts to enhance employability, the clustering of the elective courses into professional specialisations around core business areas of, for example, Human Resource Management, international business etc, also aimed to enhance the employability of the Subject's undergraduates.
- 4.1.9 ILOs for postgraduate provision have been updated and there was an increased emphasis on aligning course levels with overall programme ILOs. The Panel noted that the Subject ran workshops with LEADS when ILOs were being developed.

Technology Enhanced Learning and Teaching

- 4.1.10 The SER highlighted a number of innovations in Learning and Teaching, including the use of video assignments and audio-visual feedback, class response systems and smartphone video content. The Subject emphasised the importance of allowing staff to have autonomy to experiment with new methods and technologies as part of their teaching.

External Engagement

- 4.1.11 The Panel considered the Subject's strategy for external engagement [Paragraph 2.4.5] and, in particular, how this can inform learning and teaching practice. The need to ensure this strategy is aligned to the School Learning and Teaching Strategy was recognised by the subject.

4.2 Assessment and Feedback

- 4.2.1 The Subject considered the curriculum redevelopment and move to a 4x4 (ie 4 courses per year for 4 years) from a 2x2 matrix had resulted in greater diversity of assessment and felt that this could present challenges in the form of potential overassessment.
- 4.2.2 The Subject's attempts to ensure timely assessment and feedback via the use of various innovations (for example, marking rubrics, mid-term student evaluations) was **commended**. The Panel suggested the Subject should consider whether or not assessment criteria/marketing rubrics could be included in course handbooks and noted that there was some variability in the level of information and guidance provided to students, as regards assessment, in the course guides.
- 4.2.3 However, despite the innovations in assessment and feedback, and the implementation of an Assessment Management System, the Subject stated that there has been some 'modest drift' in assessment timescales. The Panel advised that this should not be the case in any circumstances. The Panel **recommends** that the Subject review its feedback, assessment and marking procedures in order to ensure consistency and timeliness of approach.
- 4.2.4 It was noted that student ratings on the timeliness of feedback have increased in the National Student Survey (NSS) by 10.7 percentage points in Management Studies. Discussions with students revealed that they consider that feedback is sometimes rather brief (it is acknowledged that this perhaps results from the class sizes).

4.3 Resources for Learning and Teaching (staffing and physical)

Staffing

4.3.1 The Panel agreed that there were risks to the consistency and quality of the student experience if too great a reliance was placed on GTA and adjunct staff and if the way in which these staff were supported was not comprehensive enough. The Review Panel **recommends** that the School conducts a thorough review of its approach to employing and supporting Graduate Teaching Assistants and adjunct staff drawing, where appropriate, on best practice elsewhere in the University.

Learning and Teaching Space

4.3.2 The Panel suggested that all Subject staff were encouraged to be fully engaged in consultation for the new ASBS building. Developments should be informed by a clear vision as to how teaching should be delivered in the future as well as general ideas about consultancy/executive education.

4.3.3 The Panel **recommends** that the Subject liaise and consult further with staff to ensure that all staff – particularly in view of the considerable opportunities to define teaching provision resulting from campus redevelopment – have a shared understanding of the work that needs to be done to develop thinking in relation to the new building and that they support the vision for the Subject's future.

4.3.4 Despite the fact that the SER refers to issues with large class sizes and the fact that this is perceived by staff as being problematic [Paragraph 3.4.1], this was not perceived as an issue by those students participating in the Review.

4.3.5 Although staff expressed concerns regarding the infrastructure to support large class teaching, they were very positive regarding the support provided by the Audio Visual Services (and suggested that additional resource should be provided in this area) and Information Technology and janitorial staff.

Engaging and Supporting Staff

4.3.6 The SER suggested that the University's Performance and Development Review Process is used to ensure staff are sufficiently engaged with learning and teaching and that they are encouraged to introduce new initiatives.

However, staff considered that a greater emphasis is placed on research in terms of promotional criteria and that this creates an imbalance in terms of esteem. The Subject Management accepted that this was a concern and, as a result, had invested substantially in raising the professional profile and recognition of colleagues on the Learning and Teaching track, with a particular emphasis on enhancing the scholarship component.

A learning and teaching forum - 'Convocations' - was established in 2016 in order to develop new forms of learning and teaching and to share best practice with Management colleagues. The Subject considered this forum to have been very successful and it was noted that it had resulted in the submission of papers/abstracts to a number of national and international conferences.

4.3.7 The Panel noted that academic staff valued the support provided by the managerial and administrative staff within the Subject and School.

Early career support

4.3.8 Early Career staff on the Learning and Teaching track found that they could be asked to teach in areas with which they were less familiar, but, as early career staff, were unable to refuse. However, they were encouraged to develop new classes, but as with

other staff, perceived that a high level of bureaucracy potentially inhibited this. It was recognised that requirements were set to ensure quality assurance requirements were met.

- 4.3.9 Early Career staff stated that they did not associate the Postgraduate Certificate in Academic Practice (PG CAP) with the Early Career Development Programme (ECDP). The ECPD gave no recognition of previous experience which resulted in one early career staff having to wait a further year to be recognised as an Associate Fellow. It was suggested that it would be better if the PGCAP could be condensed from two years to one (although it should be noted that this is not possible with a 60 credit course).
- 4.3.10 The Early Career staff on the learning and teaching track considered themselves well-supported by senior members of staff within their cluster. It was common practice for the L&T track staff to observe colleagues teaching but this was not available to staff on the Research and Teaching track. The School also provided learning and teaching track staff with sessions on assessment and feedback, teaching methods etc.

Graduate Teaching Assistants

- 4.3.11 The GTA Survey revealed that GTAs considered themselves to be generally well-supported and feel that research and teaching were treated with parity of esteem within the Subject area. However, it was noted in the SER that dissatisfaction has resulted in some GTAs and adjunct staff withdrawing from teaching.
- 4.3.12 The SER noted that GTAs were undertaking a large number of tutorials and marking duties and that it had become apparent that the statutory training did not fully prepare them for this. The Subject has recognised this and would provide additional GTA training to complement the statutory training provided by LEADS.
- 4.3.13 During the Review, the GTAs were also positive about their experiences within the Subject but reported that GTA colleagues had suggested that tutorial class size was sometimes difficult to manage and that this also made it difficult to provide a sufficient level of feedback.

5. Academic Standards

- 5.1.1 The Review Panel considered the Subject to have robust and effective procedures in place which ensured that the Subject was engaged in a continual process of self-reflection and self-evaluation with regard to academic and pedagogical practice.
- 5.1.2 The Panel noted that an overarching and coherent set of aims and principles was articulated in the SER and that these were clearly informed by awareness and understanding of both institutional and external strategic demands. The SER drew attention to the danger that responding to a range of competing expectations may lead to fragmentation in respect of the overall approach to teaching and learning and that this had to be carefully managed.

Currency and Validity of Programmes

- 5.1.3 The Panel, guided by the views of the External Subject Specialist, confirmed that, at the time of the Review, the programmes offered by Management were current and valid in the light of developing knowledge and practice within the subject area.

6. Collaborative provision

6.1 Key features of the School/Subject's context and vision in relation to Collaborative provision

- 6.1.1 The SER highlighted the Subject's intention to enhance collaboration with the corporate world (for example, through the UK Bridge Programme).
- 6.1.2 The EQUIS submission, provided as part of the supporting documentation, outlined the Subject's context and vision in relation to collaborative provision and referred to success in transnational education, collaborative research, learning and teaching programmes, work with corporate partners and policy, social and economic development. However, the SER contained little reference to collaboration beyond the above. It is clear that the Subject collaborates at many different levels but it would have been useful to reflect on how this helped meet learning and teaching objectives as part of the Review itself.
- 6.1.3 The SER detailed how School governance was supplemented by a Strategic Advisory Board (SAB) with membership from the business and professional community. It was hoped in future that this Board included larger firms and international members. Collaboration with members of this Board resulted in programmes benefitting from practical advice and placement opportunities for students. The Subject suggested that there was scope for further utilisation of the SAB to realise the Subject and School strategies for meeting the strong student demand for greater engagement with the corporate world.
- 6.1.4 The Subject also collaborated across the institution delivering programmes in conjunction with Economic and Social History, Engineering, Medicine, Public Health, and Urban Studies. These are as follows:
- MSc Aerospace Engineering and Management
 - MSc Biotechnology and Management
 - MRes Economics MSc Civil Engineering and Management
 - MSc Creative Industries and Cultural Policy
 - MSc Electronic & Electrical Engineering & Management
 - MSc Geomatics & Management
 - MSc International Real Estate
 - MSc Mechanical Engineering and Management
 - MSc Media Management
 - MSc Public Policy and Management
 - MSc Urban Transport

7. Summary of perceived strengths and areas for improvement

7.1 Key strengths

The Review Panel identified the following areas as key strengths:

- A real commitment to supporting students. The range of initiatives which aimed to help foster a sense of belonging and inclusivity amongst the student body was considered impressive.
- Feedback mechanisms adopted and responsiveness to student feedback to inform curriculum development.
- The achievement of triple accreditation.
- High level of internationalisation.
- Support provided to staff on the Learning and Teaching track and sharing of best practice in the 'Convocations'.

- Good communications with the student population.

7.2 Areas for improvement

The Review Panel highlighted the following areas as opportunities for improvement:

- The lack of diversity of the student population.
- Over reliance on GTA and adjunct staff.
- Delivering and supporting external engagement strategy.
- A shared/common vision for campus redevelopment.

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

8. Conclusion

The Panel was impressed by the reflectiveness and professionalism of the SER. It was clear that there were issues with diversity and large class sizes which the School was working to resolve. The Subject should ensure that its vision in relation to learning and teaching was reflected in the campus redevelopment ensuring all staff have an opportunity to be actively involved in helping to develop and shape these plans.

The Subject was concerned about fragmentation as a result of the competing needs of the different accreditation bodies. However, the work undertaken has resulted in a Subject which has a keen awareness of what it is required to do to ensure continued success.

One such requirement is the review of the Glasgow MBA which is being undertaken at present (the Subject itself acknowledges that it is the programme that requires 'most attention'). Although the MBA is in the top 2% in the world (as a result of being accredited by AMBA), it is not as strong as the rest of the Subject's portfolio.

The Panel thought there was evidence of very robust, detailed processes for managing the administration of teaching, for engaging students, and for reflecting on and responding to evaluation. In fact, this seems to be a particular strength and students seem to feel that their voice is being heard and making a difference both to the curriculum and informal community activities.

Issues identified by the Subject included PGT over-recruitment and limited diversity and the challenges this presented in terms of teaching and potentially negative impact on the overall student experience. The Panel welcomed current efforts to address this.

Overall, despite challenges, the Panel considered the Subject to be in a strong position to address future educational needs ensuring provision meet requirements.

8.1 Good Practice

The following good practice was identified in order of appearance in the Report:

- The extent of the consultation on the SER process and the incorporation of comments to form a coherent and clear document. [Paragraph 1.1.1]
- The Subject's efforts to respond to student feedback and to provide effective forms of support which are informed by this feedback. [Paragraph 3.3.1]
- The Panel was particularly impressed by the updates on action provided prior to each student and staff liaison meeting. [Paragraph 3.4.3]
- The Subject's Business Briefing events (and other developments which will lead to greater engagement with business). [Paragraph 3.4.5]

- The management, organisation and promotion of study abroad activities. [Paragraph 4.4.1]

8.2 Commendations

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

Commendation 1

The Panel **commends** the Subject's clear identification of its challenges in the SER and attempts to find innovative ways to address these. [Paragraph 1.4]

Commendation 2

The Panel **commends** Management's approach to obtaining/maintaining accreditation despite the competing requirements of the accreditation bodies. [Paragraph 2.4.4]

Commendation 3

The Panel **commends** the Subject's attempts to redress the low number of students from deprived backgrounds by employing a widening participation tutor and a widening participation GTA. [Paragraph 3.2.4]

Commendation 4

The Panel **commends** the growing emphasis on enhancing the range of new experiential courses and other mechanisms aimed to enhance business engagement. [Paragraph 3.3.4]

Commendation 5

The clear efforts to establish a student community to ensure students feel welcome and engaged were **commended** by the panel. [Paragraph 3.4.5]

Commendation 6

The Subject's attempts to ensure timely assessment and feedback via the use of various innovations (for example, marking rubrics, mid-term student evaluations) was **commended**. [Paragraph 4.2.2]

8.3 Recommendations

The following recommendations have been made to support Management 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**.

Learning and Teaching and Future Estate

Recommendation 1

The Review Panel **recommends** that the Subject liaise and consult further with staff to ensure that all staff - particularly in view of the considerable opportunities to define teaching provision resulting from campus redevelopment - have a shared understanding of the work that needs to be done to develop thinking in relation to the new building and that they support the vision for the Subject's future. [Paragraph 4.3.3]

For the attention of: The Head of School
For information: The Head of Subject

Learning and Teaching Strategy Implementation and Development

Recommendation 2

The Review Panel welcomes the creation of the new role of Director of Learning and Teaching in the School but highlights that this alone will not be enough to ensure that the School delivers on the key objectives and desired cultural change that are central to its Learning and Teaching strategy. With this in mind, the panel **recommends** that the School reviews the authority this post will have to deliver change, how it will be supported, its linkages to other key leadership roles in relation to teaching and the FTE weighting which it carries. [Paragraph 2.4.6]

**For the attention of: The Head of School
For information: The Head of College**

Student Engagement

Recommendation 3

The Review Panel recognises the difficulties involved in teaching large classes and **recommends** that, with the support of the Learning Enhancement and Academic Development Service, the Subject establishes internal mechanisms to develop the capabilities of staff to make greater and more systematic use of effective approaches, including those that are technologically enabled, to the teaching of large classes. [Paragraph 3.4.1]

**For the attention of: The Head of Subject and Director of the Learning Enhancement & Academic Development Service
For information: The Head of College**

Assessment and Feedback

Recommendation 4

The Panel **recommends** that the Subject review its feedback, assessment and marking procedures in order to ensure consistency and timeliness of approach. [Paragraph 4.2.3]

**For the attention of: The Head of Subject
For information: The Head of School**

Learning and Teaching and External Engagement

Recommendation 5

The Review Panel **recommends** that the Subject puts more emphasis on progressing its External Engagement Strategy in order to enhance its learning and teaching provision. The Panel recognises the work already undertaken but considers that more progress needs to be made to ensure the subject continues to deliver an excellent student experience and remains competitive with its peers in this respect. [Paragraph 2.4.5]

For the attention of: The Head of Subject and The Head of School

Esteem Indicators

Recommendation 6

The Panel recognises the value of the convocations that have been initiated for staff on LTS contracts but **recommends** that, while maintaining their integrity, these could occasionally take the form of best practice sharing sessions that include staff on R&T contracts. [Paragraph 2.4.8]

For the attention of: The Head of Subject and The Head of School

Staff

Recommendation 7

The Review Panel **recommends** that the School conducts a thorough review of its approach to employing and supporting Graduate Teaching Assistants and adjunct staff drawing, where appropriate, on best practice elsewhere in the University. [Paragraph 4.3.1]

For the attention of: The Head of Subject

For information: The Head of School