

University of Glasgow

Academic Standards Committee – Friday 5 October 2018

Periodic Subject Review 2017-18: Summary of Outcomes

Mrs Catherine Omand, Senate Office

1. Introduction

Seven Reviews took place in Session 2017-18. The Undergraduate Medical School Review was postponed until November 2018 as it was accredited by the General Medical Council in November 2017 and the School wished to have the outcome of this before PSR. This Review will be included with next year's overview.

Music	13/14 February 2018
Physics & Astronomy	15 February 2018
Law	20/21 February 2018
Management	9 March 2018
Education	19/20 March 2018
Short Courses (previously known as Open Studies)	1 and 2 May 2018
Modern Languages and Cultures	3 May 2018
Undergraduate Medical School ¹	21 November 2018

2. Summary of Outcomes: Recommendations

In total, there were 89 recommendations² arising from the 7 reviews. Of these, 41 were 'Enhancement of Learning and Teaching' related and 37 related to 'Enhancing the Student Experience'. Four were 'Academic Standards' related and 7 were 'Context and Strategy'. This reflects the enhancement-focus of the review process.

Examples of areas for further development included:

Enhancement of Learning and Teaching

- Assessment and Feedback related recommendations pre-dominantly included extending range of assessment, greater consistency and timeliness of feedback
- Curriculum development including review of range of courses, effective use of staff time, efficient use of delivery, rationalisation and greater emphasis on graduate attributes
- Engaging and supporting staff, including appropriate training and support of Early Career staff and Graduate Teaching Assistants; opportunities for sharing good practice; peer observation and additional support and development for staff

¹ Due to the Undergraduate Medical School being accredited during Session 2017-18 by the General Medical Council (GMC), the SFC had agreed to postpone this review until November 2018.

² At the time of writing the Report, two Reports were still to be approved by ASC (Short Courses and Modern Languages and Cultures); therefore 23 recommendations are noted as draft. This number could either increase or decrease dependent on ASC endorsement

Enhancing the Student Experience

- Feedback mechanisms and responsiveness to student feedback ensuring feedback loop closure
- Recruitment and widening participation and consideration of alternative measures to promote widening participation
- Increasing student engagement by introducing more events, promotion of study abroad and appropriate opportunities are made available. Potential for introducing industrial placements and increased support for students on such placements
- Suitable teaching accommodation and effective timetabling

Context and Strategy

- Articulate vision and plans for future growth
- Strategic priorities for learning and teaching

Academic Standards

- Formalise reporting structures for newly established Research and Teaching Groups
- Monitoring of degree Classifications
- Introduction of more formalised and systematic mechanisms for sharing good practice

Further details can be found at **Appendix 1**.

Action taken

Details are provided below of action taken to date in response to some of the issues raised.

Support and Training for GTAs

This was initially addressed by Deans (Graduate Schools) and Deans (Learning and Teaching). However, with the establishment of the Assessment and Feedback Working Group, part of its remit is to address GTA training and support as this significantly relates to support in assessment, marking and feedback. To date, the Assessment and Feedback Working Group has collated examples of good practice highlighted in Annual Monitoring and PSR and from discussion with teaching teams across the University. Based on this, the Working Group will be proposing a number of recommendations for improving teaching and support for GTAs in relation to good assessment and feedback practice.

There has also number of initiatives funded to improve GTA support. There is currently a GTA support project run by Learning Enhancement and Academic Development Service (LEADS) in conjunction with staff from the School of Psychology. This was established following a review of recommendations made during Session 2016-17. In addition, LEADS have run a GTA symposium with the purpose to gather feedback from administrative and academic staff to gather areas of good practice around the institution. The key outcome from the symposium was recognition of the need for an institution-wide Handbook/Code of Practice and an institution-wide resource for sharing good practice. Since the symposium, a Moodle page has been created which is administrated by the Good Practice Adviser and the

Head of GTA training. The handbook is in draft stage and will be circulated for wider consultation in due course.

During this project, there was further recognition regarding administrative processes around GTA support. With assistance from the Deputy Director of Human Resources, a new information sheet has been created to assist GTAs with administrative processes, pay and key contacts.

Assessment and Feedback

The strategic review of Assessment and Feedback is part of the Transformation Programme established to improve systems and services and simplify processes to benefit both students and staff. The Project Team is currently reviewing and analysing current academic practice and policy both within the University and elsewhere in relation to Assessment and Feedback. Part of the review is to develop best approach for modes of assessment. E-Assessment will be part of the project in order to develop the University's capability around electronic assessment and systems. Diagnostic activity is underway to understand current process for delivering all modes of assessment and feedback. This includes comprehending the user experience for students and academics.

In correlation to this, the Assessment and Feedback Working Group which had been established by the Learning and Teaching Committee continues to operate, focusing on particular priorities to deliver constructive improvements.

Student support

The Transitions Working Group (TWG) was established by the Learning and Teaching Committee to build on, and integrate, good practice and to work alongside other relevant initiatives. One such area it has aligned closely with is the University's NSS Mapping Group that was established to identify gaps in provision around the student experience and make recommendations for improvement. The TWG focus is on support for academic achievement and support within the context of taught programmes and bridging them. Inevitably, there is a large component of that focus that is a shared responsibility between Schools/Colleges/RIs and University Services or that are delivered solely by University Services. With the establishment of the Student Experience Committee (SEC), the TWG will now formally report to both LTC and SEC. Recently, the TWG has recommended the creation of a coherent set of pre-arrival materials; and creation of a coordinating function around induction. The proposals are borne out of careful consideration and review of existing experiences and based on evidence from a range of sources such as the Welcome Survey, NSS, SRC feedback, outcomes of LTDF projects etc. These recommendations will now be taken forward by the SEC as its focus and membership creates an opportunity to further integrate some of the decision making and priority setting within the context of wider discussions about student support.

The Academic Writing Skills programme (AWSP) is being rolled out to all new UG and PGT students this Session 2018-19. The AWSP is designed to give students feedback and guidance of their writing. The Programme is designed to help student understand how to deal with university-level feedback and have confidence in their writing.

Support for staff

The Recognitions of Teaching Excellence Working Group has reviewed and updated criteria for the recognition of teaching excellence used in the promotions processes. For the Learning and Teaching track, a coherent promotions pathway has been

established to support the career development of staff on this track more effectively. In relation to early career staff, LEADS is redesigning the Early Career Development Programme and PGCAP.

3. Summary of Outcomes: Good practice

Good practice is highlighted within Reports, with exceptional practice recorded as a Commendation. In total 64 areas of good practice were identified, of which 27 were commendations. Twenty-eight were categorized as 'Enhancing the Student Experience', 25 for 'Enhancement of Learning and Teaching' and eleven were categorised 'Context and Strategy'. Identified areas of good practice included:

Enhancing the Student Experience

- Effective and responsive feedback mechanisms, whereby students fully involved in processes and opportunities for wider discussion; efforts to respond to student feedback and provide effective forms of support as a consequence of feedback
- Graduate attributes and employability opportunities; introduction of an Employability Conference
- Research-led teaching environment whilst fully committed to the student experience
- Level of support provided to students, including effort made to establish a student community; scaffolding of student learning and support during transition; support for students from non-traditional backgrounds; management, organisation and promotion of study abroad activities; support for students with disabilities
- Effective induction events and innovative use of social media

Enhancement of Learning and Teaching

- Range of new experimental courses to enhance business engagement
- Incorporation of skills specific to particular subjects within ILOs
- Teaching included small and individual tutorials with performative interaction providing a sense of continuing staff engagement
- Range of assessment and learning styles; value of independent research project work
- Approaches to formative assessment providing students with regular feedback; prompt and timely feedback enabling students to make effective use of it; introduction of a Feedback Action Tracker to encourage students to actively engage with feedback
- Sharing of good practice at Learning and Teaching Away Days or Briefing events
- Support and training given to early career staff and associate tutors and introduction of role of Class Head to support staff

Context and Strategy

- Establishing a strong community ethos; inclusion and community building to ensure all staff are committed to supporting the student experience
- Partnership model, working in collaboration with schools and local authorities
- Strategy to reflect and develop all School provision to ensure opportunities for cohesion and collaboration maximised

Full details of good practice can be found at **Appendix 2**.

Action taken

The same themes are used to categorise recommendations and good practice to enable correlation between recommendations and good practice, with attention drawn to the good practice where a recommendation has been made in a similar area. Identifying and disseminating the relevant activities will be taken forward by the Good Practice Adviser (LEADS). A recent appointment has been made to this post and discussion is being held as to the best ways of promoting good practice and ways of monitoring adoption of suggested practices.

4. Summary

There were no recommendations that required urgent attention. It is anticipated that the Learning and Teaching Working Groups will continue to address and focus on particular priorities to deliver constructive improvements. The Good Practice Adviser will consult with Schools and Colleges as how best good practice could be more effectively disseminated.

5. Action requested of Academic Standards Committee

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

PSR Recommendations 2017-18

- Academic Standards
- Context and Strategy
- Enhancement L&T
- Enhancing the Student Experience

Subject	Recommendation	Area 1	Area 2	Area 3	Area 4	Impact	
Education	The Review Panel recommends that the School formalises the reporting structure of the RTGs to ensure there is a record of any issues discussed and resolved that can be made available to share across the RTGs. In addition, reporting between RTGs and other School committees should be clarified. [Paragraph 2.4.3]	Academic Standards	Reporting mechanisms	Formalise reporting structure for newly establish Research and Teaching Groups		Formal reporting mechanisms	
Music	The Subject and School continue to monitor degree award classifications across programmes to measure whether amendments made in assessment have addressed variation in degree classification. If variation continues, further support should be provided for single honours MA students. [Paragraph 3.1.7]	Academic Standards	Monitor variation in degree classification			academic standards	
PandA	The School reflect on the various mechanisms by which good practice is currently disseminated and develop a more systematic means of sharing innovations and good practice to all staff within the School with a view to delivering a more consistent learning experience across all programmes. The School might also consider defining a set of minimum expectations for staff and students to ensure some consistency in delivery, whilst not restricting pedagogic freedom and innovation. In making this recommendation the Panel notes the proposal referred to in the SFC for the	Academic Standards	sharing good practice	more consistent learning experience	staff and student support	staff and student support	
PandA	The Review Panel was disturbed to hear from staff that some of the feedback given through course evaluation surveys was inappropriate and personally offensive, which undoubtedly was the very undesirable result of anonymity. The Panel recommends a review of the wording of the University's message inviting students to complete course evaluation surveys, to include a clear direction on the unacceptability of such comments. [Paragraph 5.1.3]	Academic Standards	Student feedback	inappropriate comments in course evaluation		Supporting staff	
Education	The Review Panel recommends that the School clearly articulates its vision for the next five years, building on the School's commitment to social justice and its aspiration to be a world leader. The School should identify exactly what is required for the School to be distinctive in a world market, building on its undoubted existing strengths	Context and Strategy	Articulates vision			Strategy and vision	
Education	In view of the difficulties identified with regard to enrolment, the Review Panel recommends that the School outlines a plan as to the future of both UG and PGT numbers together with a plan to review the initiatives in place and to increase UG applicant numbers to meet the SFC targets. [Paragraph 3.1.1]	Context and Strategy	Plan for future growth both UG and PGT	Recruitment			
Management	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]	Context and Strategy	staff involved with School strategy in teaching provision in new build	staff engagement		staff engagement	
Management	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]	Context and Strategy	support for key leadership roles			staff support	
Management	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]	Context and Strategy	External Engagement strategy			Student experience	
Modern Languages & Cultures	The Review Panel recommends that the School clearly identifies its strategic priorities in order to focus collective effort and maximise progress in relation to learning and teaching. [paragraph]	Context and Strategy	Strategic priorities in relation to learning and teaching			student experience	Draft
Modern Languages & Cultures	The Review Panel recommends that the School review its management structure with a view to sharing responsibilities while maintaining the benefits of the unitary structure. [paragraph]	Context and Strategy	Review of Management structure	share responsibilities		engaging and supporting staff	Draft

Education	The Review Panel recommends that the School review assessment and feedback provision to ensure consistency of policy and the provision of formative feedback to all PGT students. [Paragraph 3.2.6]	Enhancement L&T	Assessment & Feedback	consistency			
Law	To improve student attainment in first and second year, the Review Panel recommends that the School reviews their grade descriptors, assessment criteria and Intended Learning Outcomes to ensure greater consistency across courses and enhance students' assessment literacy. [Paragraph 4.2.4]	Enhancement L&T	Assessment & Feedback	Great consistency		L&T enhancement	
Law	Urgently recommends that the School revises its procedures and updates the Student Handbook to reflect the University's policy of returning feedback to students within 15 working days of submission. [Paragraph 4.2.5]	Enhancement L&T	Assessment & Feedback	Deadline for returning feedback	Up to date course information	Student experience	
Law	The School liaises with LEADS to provide further support and guidance for Diploma tutors (particularly in relation to assessment and feedback) and develop a system for moderating marking and feedback to ensure greater consistency. [Paragraph 4.2.3]	Enhancement L&T	Assessment & Feedback	greater consistency	staff support	Supporting staff/L&T for students	
Management	The Subject review its feedback, assessment and marking procedures in order to ensure consistency and timeliness of approach. [Paragraph 4.2.3]	Enhancement L&T	Assessment & Feedback	Consistency and timeliness		Student experience	
Management	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 considers that such efforts are crucial and recommends that they should be prioritised. [Paragraph 3.3.2]	Enhancement L&T	Assessment & Feedback	GIC - introduce broader range of assessment		student experience	
Modern Languages & Cultures	The Review Panel recommends that the School seek to address technical issues affecting the use of TRADOS Software and consider extending provision for intermediate and advanced users. [paragraph]	Enhancement L&T	Assessment & Feedback	technical issues with software - resolve and extend		student experience	Draft
Music	The Subject reviews the weighting of assessments and reviews its assessment and feedback strategy ensuring criteria across programmes are clear and consistent and available to all students in advance. Students should be involved with this review. In addition, the Subject should consult with Learning Enhancement and Academic Development Services (LEADS) in relation to this. The Subject should engage with the School NSS plan, particularly in the area of assessment and feedback. [Paragraph 4.2.1]	Enhancement L&T	Assessment & Feedback	Review of assessment		L&T enhancement	
PandA	The Review Panel learned about a recent change to the fourth year curriculum for integrated Masters students: in response to an identified weakness in the key skills of report writing, the fourth year practical project had been replaced with the Physics Literature Project, which offered students the opportunity to look in-depth at a chosen research topic. The undergraduate students acknowledged that there was value in this but they were concerned that the change meant that in fourth year they undertook no practical work and could be short of experimental practice for the crucial project in fifth year. The Panel recommends that the School reflect on the concerns being voiced by students regarding the lack of practical work in year 4 and consider how best to either reassure students that this should not put them at a disadvantage or incorporate some element of advanced practical work into the curriculum. [Paragraph 4.1.14]	Enhancement L&T	Assessment & Feedback	level of practical work	curriculum review	student engagement	
PandA	the School reflect on the feedback received in relation to small group teaching to minimise inconsistency in what is currently delivered and to review the potential for varying the format so as to maximise meaningful attendance and response to the issues on which students wished to have more input. This might benefit from some external comparison with peer institutions that also value small group provision as well as with other Schools in the College that continue with the practice such as Mathematics and Statistics. [Paragraph 4.1.11]	Enhancement L&T	Assessment & Feedback	Small group teaching	more consistent learning experience	student engagement	
Short Courses	The Panel recommends that Subject Specialists adopt a consistent approach to designing and delivering a varied range of assessment methods and feedback across Short Courses' provision. [Paragraph 4.2.1]	Enhancement L&T	Assessment & Feedback	Consistent approach developed		L&T enhancement	Draft
Education	The Review Panel recommends that the School undertakes a rationalisation exercise on the PGT provision to streamline this to a manageable level, enabling the School to focus on delivering high quality teaching in focused areas. [Paragraph 2.4.2]	Enhancement L&T	Curriculum Review	Rationalisation of PGT provision		PGT L&T enhancement	
Law	The Review Panel recommends that the School's curriculum places greater emphasis on developing students' graduate attributes (including their application writing, interview, problem solving and note-taking skills) during the early stages of the undergraduate degree programme, particularly for accelerated LLB students who have less time to nurture these skills. [Paragraph 3.4.3]	Enhancement L&T	Curriculum review	Greater emphasis on graduate attributes in early years		Student experience	
Music	The Subject Area initiates a review with the School of Engineering in relation to future administration and content of the degree. Formal arrangements should be established to enable both disciplines to share ideas for enhancing the programme as well as consider the wider market potential of this programme. [Paragraph 3.1.3]	Enhancement L&T	Curriculum Review			L&T enhancement	

Music	A review of the range of courses offered. This should include the effective use of staff time and efficient delivery of courses exploring different modes of teaching with a view to rationalise the number of courses where possible. The Subject should consult with the School L&T Convener, Dean (L&T) and Head of College in relation to this. Credit standardisation does not necessarily require offering more courses. [Paragraph 4.1.7]	Enhancement L&T	Curriculum Review			L&T enhancement	
PandA	The Review Panel noted the on-going work in relation to the teaching of programming in the curriculum. The Panel noted that a Working Group on this issue had produced an interim report in May 2017, putting forward a wide range of proposals and areas for further investigations. The Review Panel recommends that the School continue this work to focus efforts on revising the provision of computing teaching in the curriculum. [Paragraph 4.1.15]	Enhancement L&T	Curriculum Review	Provision of computing teaching in the curriculum		L&T enhancement	
Law	The Review Panel recommends that the School continues to develop an academically driven and co-ordinated e-learning strategy with a view to further embedding the use of technology and blended online-learning (including lecture recording) in learning and teaching across the School's curriculum. [Paragraph 4.1.4]	Enhancement L&T	develop e-learning strategy	increase use of technology and blended learning		Student experience	
Education	The Review Panel recommends that the School review the training and support of GTAs. [Paragraph 4.3.8]	Enhancement L&T	engaging and supporting staff	GTA support and training		GTA support	
Law	The School considers the possibility of formally acknowledging the contribution of Diploma staff whose teaching is of a particularly high standard and that this might be achieved by nominating them for Teaching Excellence Awards. [Paragraph 4.3.1]	Enhancement L&T	engaging and supporting staff			supporting and engaging staff	
Management	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]	Enhancement L&T	engaging and supporting staff	sharing good practice		engaging and supporting staff	
Management	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]	Enhancement L&T	engaging and supporting staff	support for teaching large classes		staff support	
Management	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. [Paragraphs 4.3.1 and 4.3.11-13]	Enhancement L&T	engaging and supporting staff	Supporting GTAs		GTA support	
Modern Languages & Cultures	The Review Panel recommends that the School, in consultation with College, ensure that their operation of the Workload Model is as effective as possible and is fully transparent to staff. [paragraph]	Enhancement L&T	engaging and supporting staff	review of Workload model		supporting staff	Draft
Modern Languages & Cultures	The Review Panel recommends that the Learning Enhancement and Academic Development Service, in conjunction with College/Central Human Resources, should review the process for recognition of prior experience in the requirements for the Early Career Development Programme participation. The Panel suggests that this work begin in the School of Modern Languages and Cultures with a view to developing a University-wide process. [paragraph]	Enhancement L&T	engaging and supporting staff	review recognition of prior experience in ECDP	view to develop University wide	supporting and engaging staff	Draft
Modern Languages & Cultures	The Review Panel recommends that the University develops guidance on the promotion pathways to enable Grade 6 teaching staff to progress their careers. In addition, the School should consider whether other reported barriers to promotion are a matter of workload or are more systemic, requiring change in the School's structures or approaches. [paragraph]	Enhancement L&T	engaging and supporting staff	guidance on promotion pathways for Grade 6 teaching staff		supporting and engaging staff	Draft
Music	The Panel highlighted that GTAs should not be acting as second markers who simply agree with first markers and should be supported in this role. The Panel recommends that this should be addressed immediately. [Paragraph 4.3.12]	Enhancement L&T	Engaging and supporting staff	GTA training/support		Staff development/student experience	
Music	The School works with the Dean of Learning and Teaching to introduce a peer mentoring scheme across College which would provide GTAs an opportunity to meet other GTAs plus enable more senior GTAs to observe more junior GTAs and provide feedback on teaching, marking and feedback. [Paragraph 4.3.13]	Enhancement L&T	Engaging and supporting staff	GTA training/support		Staff development/student experience	
Music	The Subject invite GTAs to staff and course review meetings. This would promote their inclusion in the teaching community as well as provide them with valuable insight into course provision and review. The GTAs should be paid for their time when attending these meetings. [Paragraph 4.3.15]	Enhancement L&T	Engaging and supporting staff	GTA training/support		Staff development/student experience	
Music	The Subject introduces a formal teaching forum to enable staff to exchange ideas on alternative forms of assessment and different styles of teaching. The annual course review should also provide an opportunity for exchange of good practice. [Paragraph 4.1.3]	Enhancement L&T	Engaging and supporting staff	Exchange of good practice		staff engagement and L&T enhancement	
Music	The School and Subject consider introducing a formal mechanism for peer observation. [Paragraph 4.3.9]	Enhancement L&T	Engaging and supporting staff	peer observation		staff development	

PandA	The School continue to review possible means of alleviating the administrative burden currently carried by academic staff. The Panel is not able to recommend resource investments per se, but would stress the need for this aspect of administrative support to be considered from a strategic perspective so as to create capacity for the learning and teaching developments identified elsewhere in this report. The Panel also notes that the College is currently conducting a comprehensive review of support services, and this may impact on the School's response to this recommendation. [Paragraph 4.3.2]	Enhancement L&T	Engaging and supporting staff	admin support		staff support	
PandA	The School review the training provided to demonstrators in relation to their supporting undergraduate labs, with particular emphasis on promoting problem-solving techniques for the students both in completing the labs and in being assessed by interview. [Paragraph 4.1.9]	Enhancement L&T	engaging and supporting staff	support/training for lab demonstrators/GTAs	problem-solving	GTA/Demonstrator support	
PandA	The School review the training provided to demonstrators in relation to: their assessment of the undergraduate labs, with particular emphasis on achieving consistency in the amount of feedback provided to students, the provision of feedback that will identify to students how they can improve their grades (including how to achieve the highest grades), and the delivery of adequate preparation for their conducting of interviews. The demonstrators' view (paragraph 4.3.6) was that statutory GTA training was of limited value in relation to labs, as the focus was more on classroom based teaching and the Panel notes that some work is already underway on these matters in the College of Science and Engineering. [Paragraph 4.2.9]	Enhancement L&T	engaging and supporting staff	support/training for lab demonstrators/GTAs	assessment and feedback	GTA/Demonstrator support	
Short Courses	The Panel recommends that Short Courses put in place measures to ensure that all Access Programme tutors meet with relevant Level 1 Course Coordinators on a more regular basis than that which is done at present to ensure that tutors are up-to-date with curriculum developments at Level 1. [Paragraph 4.1.6]	Enhancement L&T	engaging and supporting staff	formal staff reporting mechanisms		staff support	Draft
Short Courses	The Panel recommends that Short Courses puts in place mechanisms to encourage greater team-working amongst Subject Specialists with a view to them adopting a more consistent and common approach to learning and teaching matters of mutual concern. [Paragraph 4.3.3]	Enhancement L&T	engaging and supporting staff	Greater teamwork between Subject Specialists and tutors	Consistent L&T approach	Student experience	Draft
Short Courses	The Panel recommends that Short Courses work with the part-time tutors to ensure the Resource Base is furnished in a way that meets their needs. If the current space proves to be too small then Short Courses should work with Estates and Buildings to identify alternative accommodation. [Paragraph 4.3.2]	Enhancement L&T	engaging and supporting staff	staff accommodation for part time tutors		staff engagement	Draft
Short Courses	In order to ensure greater consistency in how tutors are supported in their development needs, the Panel recommends that Short Courses, in consultation with Learning Enhancement and Academic Development Service (LEADS) puts in place a formal training structure for part-time tutors which will allow them to engage with other part-time tutors/other staff and learn/share best practice as part of a wider community of learning. [4.1.8]	Enhancement L&T	engaging and supporting staff	Staff support	training for part-time tutors	staff support	Draft
Short Courses	The Panel recommends that Short Courses put in place measures to facilitate a more formal engagement process between Subject Specialists and part-time tutors. [Paragraph 4.3.3]	Enhancement L&T	engaging and supporting staff	Staff support	formal mechanisms for engagement with Subject specialists and part-time tutors	staff support and engagement	Draft
Short Courses	The Panel recommends that Short Courses introduce a tutor representation system with representatives entitled to sit on the Academic Planning and Management Group (APMG). [Paragraph 4.3.3]	Enhancement L&T	engaging and supporting staff	Tutors represented on committees		Staff engagement	Draft
Education	The Review Panel recommends that the School highlight Graduate Attributes more explicitly in documentation and with students. [Paragraph 3.2.7]	Enhancement L&T	Highlight Graduate attributes more explicitly				
Short Courses	The Panel recommends that Short Courses encourage Subject Specialists to consider incorporating more learning innovation into their teaching, such as the use of blended and online learning, in partnership with, and where necessary drawing on the training opportunities provided by, the University's Learning Enhancement and Academic Development Service (LEADS). [Paragraph 4.1.9]	Enhancement L&T	Increase learning innovation - blending and online			student experience	Draft
Education	The Review Panel recommends that Central Timetabling urgently reviews the allocation of rooms for the School of Education, in collaboration with the School, to reduce the negative impact on the student and staff experience. [Paragraph 4.3.3]	Enhancing the Std Exp	Accommodation			Student experience	
Law	The School liaises with Space Management and Timetabling to investigate the possibility of prioritising particular teaching spaces for the DPLP. [Paragraph 4.3.2]	Enhancing the Std Exp	Accommodation	Prioritising teaching spaces for DPLP		Student experience	Diploma in Professional Legal Practice (DPLP)
Short Courses	The Panel recommends that Short Courses continues to examine ways to ensure that its learning spaces are accessible to disabled students, in accordance with the University's Equality and Diversity Policy and the Equality Act 2010. [Paragraph 3.2.3]	Enhancing the Std Exp	Accommodation	learning spaces accessible		student support	Draft

Education	The Review Panel recommends that the School reviews its student representation and committee processes to ensure full functionality, and to ensure feedback loops are closed and students informed of actions resulting from these consultations. The School should ensure that all students are made aware of the class representative system and encourage class representatives to engage with the students and to utilise the MyClassRep online system. [Paragraph 3.3.3]	Enhancing the Std Exp	Feedback mechanisms	Review of student representation and committee processes	closure of feedback loop	student engagement	
LAW	The School liaises with the Senate Office and consults the good practice guide on the Senate Office Website to develop a strategy for increasing student response rates for EvaSys surveys. [Paragraph 3.4.1]	Enhancing the Std Exp	Feedback mechanisms	strategy for increasing student response rates for course evaluation		student engagement	
Music	Responses to course evaluation and previous SSLC minutes be placed at the top of Moodle course pages to encourage incoming students and in particular, class representatives, to view issues raised in previous years and associated responses. The Subject should consider whether more formal mechanisms for providing feedback would be useful in establishing links between staff, class representatives and students. [Paragraph 3.3.15]	Enhancing the Std Exp	Feedback mechanisms	Feedback mechanisms		student engagement	
PandA	The undergraduate students told the Review Panel that they were unclear as to how the teaching of labs was evaluated. The students had responded to a survey being carried out by 3rd/4th year students but did not know what had been done with the information that had been gathered. At the meeting with staff it was noted that the lab survey carried out by students was not complete by the end of the labs and this meant that the feedback loop was not being closed with the cohort who had provided the responses. It was acknowledged that this would be straightforward to address and the Panel recommends that this is taken forward. [Paragraph 5.1.5]	Enhancing the Std Exp	Feedback mechanisms	feedback loop closure		student engagement	
Music	Consulting with External Relations in relation as to how PGT recruitment could be enhanced	Enhancing the Std Exp	PGT recruitment			Recruitment	
Music	The Subject examine alternative measures to promote widening participation. [Paragraph 3.2.3]	Enhancing the Std Exp	Recruitment	Widening participation		Widening Participation	
Music	Other School, College or University-wide events include PGT students from across subjects and that the Subject consider including PGTs in staff events. [Paragraph 3.3.8]	Enhancing the Std Exp	Student engagement	Engaging and supporting PGT students		enhancing the PGT student experience	
Music	The Subject streamline processes to improve Study Abroad opportunities. Attempts should be made to explore	Enhancing the Std Exp	Student engagement	Study Abroad	international mobility	Student experience	
PandA	The SER noted that the number of students undertaking either one semester or one session of study abroad in the last six sessions ranged from two to ten. In the SER it was explained that students were encouraged to undertake study abroad during their second year. The undergraduate students who met with the Review Panel noted that in order to go abroad in semester 1 of second year they were required to put themselves forward during their first semester at the University. At that point many of them had not felt ready to consider that possibility and the strong view was expressed that more interest would be generated if study abroad opportunities during third year were promoted. The Review Panel recommends that, with a view to the achieving the University's strategic target for at least 20% of students to experience a period of international mobility, the School review its approach to promoting study abroad in year 2 and investigate the feasibility of promoting opportunities for a year or a semester abroad during third year, as is the norm across the University. [Paragraph 4.1.16]	Enhancing the Std Exp	Student engagement	Study Abroad	international mobility	Student experience	
PandA	In the SER it was explained that opportunities for industrial placements were limited. In discussion with the Review Panel, the Head of School indicated that furthering links with industry had already been identified as an area for future development. The Panel noted that links with industry offered the potential for alleviating some of the burden on School staff in relation to the supervision of student projects. The students also referred to such links representing valuable work experience relevant to finding employment after graduation. There was currently some activity in this area on PGT programmes through the External Advisory Board. There was an aspiration to broaden the work of the Board to encompass undergraduate students and the Head of School expressed the view that there could be value in involving some College-level input as well. In view of the potential benefits to be gained both by staff and students in this area, the Review Panel recommends that the School move forward with this work as a priority. [Paragraph 4.1.17]	Enhancing the Std Exp	Student engagement	Employability	Industrial placements	Student experience	
Education	The Review Panel recommends that the School reviews all handbooks to ensure consistent information is presented to students. [Paragraph 3.2.4]	Enhancing the Std Exp	Student support	Consistent course information		student support	
Education	The Review Panel recommends that the School undertakes a review of the current workload model to ensure that staff are allocated appropriate time to undertake their duties and to ensure that students experience parity in the level of support provided throughout their placements. [Paragraph 4.3.2]	Enhancing the Std Exp	Student support	increase level of support for students on placement		staff and student support	

Education	The Review Panel recommends that the School reviews and reinforces current placement processes to ensure more parity in the level of support and communication provided to students. [Paragraph 3.2.2]	Enhancing the Std Exp	Student support	placement		student support	
Education	The Review Panel recommends that the School reviews the current system of dissertation supervision to ascertain if a more acceptable and workable form of supervision can be identified. [Paragraph 3.1.4]	Enhancing the Std Exp	Student support	Review of Dissertation supervision		Student support	Draft
Education	The Review Panel recommends that the School consider offering more frequent social events and that the School strongly encourages/facilitates both undergraduate and postgraduate students to establish their own forums and societies. [Paragraph 3.2.3]	Enhancing the Std Exp	Student support	more social events			
Law	The School liaises with External Relations to compile performance data on Widening Participation and Access students which can be made available to School staff responsible for supporting these students. [Paragraph 3.2.1]	Enhancing the Std Exp	Student support	Equality & Diversity	compile performance data on Widening Participaton and Access students to support	student support	
Law	The School ensures that all School staff, including Diploma staff, undertake the University's mandatory Equality and Diversity training. [Paragraph 4.2.3]	Enhancing the Std Exp	student support	Equality & Diversity	All staff undertake training	student support	
Law	The School continues to develop short term mobility opportunities accessible to students with caring responsibilities and that, wherever possible, workshops and events are held during normal working hours. The Review Panel also recommends that the School considers providing information about support and opportunities for students with caring responsibilities in the Undergraduate Student Handbook and via Advisers of Studies. [Paragraph 3.3.1]	Enhancing the Std Exp	Student support	Equality & Diversity	Support for carers - events held within normal working hours	Provision of more information on support	
Law	That students are provided with more information about academic expectations at different overseas institutions before embarking on their study abroad opportunity. The Review Panel also recommends that the grade conversion process is reiterated when students return from their year abroad and that the School reflects on the students' perception that there were differences in the level of difficulty experienced at different international institutions. [Paragraph 4.1.2]	Enhancing the Std Exp	Student support	study abroad - more information on expectations and grade conversion rates		student support	
Law	To enable the School to better resource future increases in student numbers, the Review Panel recommends that the School liaises with External Relations to ensure that undergraduate admissions data is provided to the School further in advance of the preceding academic year and that direct access to the admissions database is provided to relevant staff in the School. [Paragraph 3.1.1]	Enhancing the Std Exp	Student support	Recruitment	UG Admisionnd data provide further in advise	Student experience	
Law	The School provides undergraduate students with more information (and communicates existing information more effectively) about internship deadlines and greater assistance in securing placement opportunities during the first two years of their degree programme, and that efforts should be particularly focussed on providing early support for students undertaking the two-year accelerated LLB. [Paragraph 3.4.2]	Enhancing the Std Exp	Student support	Supporting students in placement opportunities		student support	
Management	The School and Subject should consider how they address the additional support needs of disabled students and should report back to Academic Standards Committee on the range of support provided. [Paragraph 3.2.3]	Enhancing the Std Exp	student support	Equality & Diversity	Additional support for disabled students	student support	
Modern Languages & Cultures	The Review Panel recommends that the School ensures that all course moodles apply the new "Moodle Minimum" standards and works towards all course moodles being as consistent as possible with its best examples in the terms of the materials provided and the format. [paragraph]	Enhancing the Std Exp	Student support	consistent course Moodles information		student support and experience	Draft
Modern Languages & Cultures	The Review Panel recommends that the School discuss what support might be offered centrally for the administration of pre-sessional and other English for Academic Study courses with the recently restructured Student and Academic Services. [paragraph]	Enhancing the Std Exp	Student support	potential of pre-sessional courses		student support	Draft
Modern Languages & Cultures	The Review Panel recommends that the School, in consultation with the University Library, review resources available to the School's PGT community to ensure all students are able to access relevant material at the appropriate time in their programme. [paragraph]	Enhancing the Std Exp	Student support	Review of PGT library resources		PGT student experience	Draft
Modern Languages & Cultures	The Review Panel recommends that the School review the support it provides for students undertaking a period of residence abroad, before departure, during the stay and on return. Full consultation with students should be central to informing enhancement in this area. [paragraph]	Enhancing the Std Exp	Student support	Student support - on year abroad		student support and experience	Draft
Music	Clearer instruction is communicated to students to clarify instructions in relation to what software students are expected to use and what level of support will be offered. Material for self-directed learning should also be considered. [Paragraph 4.1.12]	Enhancing the Std Exp	Student support	Additional self-directed learning support		student support	
Music	The Subject reviews its handbooks, course material, and provide this in a standardised format. This should include assessment, feedback and marking criteria. [Paragraph 3.3.7]	Enhancing the Std Exp	Student support	Consistent course information		student support	
Music	The Subject review potential equality and diversity implications of additional costs associated with the programme as well as highlight this in course documentation / student handbooks. [Paragraph 3.1.8]	Enhancing the Std Exp	Student support	Equality & Diversity	Additional costs for extra tuition	E&D	

Short Courses	The Panel recommends that Short Courses considers establishing a Moodle presence for all short courses (including non-credit-bearing courses) to enhance the student experience and promote flexibility and accessibility for students with disabilities or other life commitments. [Paragraph 4.1.9]	Enhancing the Std Exp	Student support	Consistency - use of Moodle for all course information		Student experience and support	Draft
Short Courses	The Panel recommends that Short Courses arranges for all credit-bearing courses to have a Moodle course, and that these courses all adhere to Moodle minimum standards. [Paragraph 4.1.9]	Enhancing the Std Exp	Student support	Consistent course information		student support	Draft
Short Courses	The Panel recommends that Short Courses put in place additional support mechanisms to help Access students to integrate and feel more at ease with general University activities and the wider student body outside of Short Courses. [Paragraph 3.3.4]	Enhancing the Std Exp	Student support	Equality & Diversity	additional support for Access students	student support	Draft
Short Courses	The Panel recommends that Short Courses includes full information about library access in the student induction process, and also incorporates online induction resources for Access students at point of need. [Paragraph 3.3.4]	Enhancing the Std Exp	Student support	Equality & Diversity	additional support for Access students	full information on library access in Student Induction and on-line induction	Draft

Music (rolled into one recommendation and included above)

The School and Subject undertake GTA training which should include: clarity of role and responsibilities, office hours and time expected to prepare, teach and mark. This should include a breakdown of rate of pay. Training should include clarification of the Code of Assessment, and what level of feedback should be provided. [Paragraph 4.3.12]

The Subject provides regular meetings between staff and GTAs to discuss lecture and seminar material and; assessment and feedback and marking to provide support and ensure consistency; particularly in light of the complexity of Music and that the GTAs are paid for their time at these meetings. [Paragraph 4.3.12]

- Potential networks and or partnerships, identifying viable curricula
- Establish formal networks with other institutions alleviating pressure from students wishing to undertake a year abroad
- Consider Semester visits or other short-term opportunities
- Put together a number of case studies to inform students of potential pathways making it easier for students
- Arrangements in other Schools and what potential platforms are available for exchange programmes of various lengths [Paragraph 4.1.2]

PSR Good Practice2017-18

- Academic Standards
- Context and Strategy
- Enhancement L&T
- Enhancing the Student Experience

Subject	Good practice or Commendation		Area 1	Area 2	Area 3	Potential to be University wide	Comment
Education	Good practice	The School's Partnership Model of Teacher Education, working in collaboration with schools and local authorities;	Context and Strategy	Partnership with schools and local authorities			
Law	Commendation	The Review Panel commends the strategies of inclusion and community building by which the School has attempted to ensure that all staff in the School are committed to supporting the student experience. [Paragraph 3.3.4]	Context and Strategy	Strategy of inclusion and community	All staff committed to supporting the student experience	Y?	Seek further information
Management	Commendation	The Panel commends Management's approach to obtaining/maintaining accreditation despite the competing requirements of the accreditation bodies. [Paragraph 2.4.4]	Context and Strategy	Accreditation			
Management	Commendation	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]	Context and Strategy	Clear identification of challenges			
Modern Languages and Cultures	Commendation	The Review Panel commends the collective success of the School and its staff in forming a unified School from separate units. While there is still work to do in terms of individual procedures, much progress has been made establishing a strong community ethos. [Paragraph 5.1-2]	Context and Strategy	Unification of School	Strong community ethos		
Music	Good practice	The Subject's ability to provide a research-led teaching environment whilst fully committed to the student experience (paragraph 2.4.4)	Context and Strategy	Fulfilling L&T Strategy	Research-led teaching		
Music	Commendation	on its strategy to reflect and develop all School provision to ensure opportunities for cohesion and collaboration were maximised. [Paragraph 4.1.9]	Context and Strategy	School strategy - cohesion between Subjects		Y	For multi-disciplinary Schools
Physics and Astronomy	Commendation	One of the most prominent themes throughout the Review was the increasing pressure on the School arising from a significant reduction of the staff : student ratio. The staff : student ratio for 2016-17 was 1:16.1 which, as noted in the SER, was currently the lowest ratio for Physics and Astronomy amongst the Russell Group institutions. The Review Panel concluded that within the School there remained a shared commitment to delivering the best possible student experience, and a sense that colleagues were facing the difficulties in a collegial manner. The Review Panel commends the School for this. [Paragraph 2.4.3]	Context and Strategy	low SSR	share commitment to providing best student experience		
Physics and Astronomy	Commendation	The SER described the well established and extensive work undertaken by the School in engagement with schools and teachers (for example, over the last two years more than 100 Advanced Higher Physics pupils had come to the School to undertake experiments for their projects). Efforts to target priority schools had had impressive results, with the SER noting that for the student cohorts registering in 2013, 2014 and 2015 more than 25% had a widening participation status. The Review Panel was pleased to note that monitoring by the School found that progression rates for these students were very similar to those for the overall cohorts. The Review Panel commends this achievement. [Paragraph 3.1.2]	Context and Strategy	widening participation	engagement with schools and teachers	Y	
Short Courses	Good practice	The increased adoption of centralised, rather than local, University IT systems	Context and Strategy	increased adoption of centralised systems			
Short Courses	Commendation	The Panel commends Short Courses for its success in taking the unit from a position of financial uncertainty to near break-even and establishing itself as a key educational asset for both the University and the wider community [Paragraph 2.4.2]	Context and Strategy	Financial success of unit			
Music	Good practice	Teaching included a variety of small and individual tutorials and performative interaction which provided a sense of continuing staff engagement (paragraph 4.1.5)	Enhancement in L&T	small tutorial classes			
Music	Good practice	The range of assessment modes (paragraph 4.2.1)	Enhancement in L&T	Assessment	Range		
Education	Good practice	Employability Conference	Enhancement in L&T	Employability	Employability conference	Y	Possibly?
Law	Good practice	Engagement of Diploma tutors with learning and teaching. [Paragraph 4.3.1]	Enhancement in L&T	supporting staff	engagement of Diploma tutors		
Education	Good practice	Leadership programmes	Enhancement in L&T	supporting staff	Leadership programmes		

Law	Commendation	Review Panel commends the School's efforts to embed formative assessment and provide students with regular formative feedback opportunities. [Paragraph 4.2.2]	Enhancement in L&T	Assessment and Feedback	Regular formative feedback opportunities	Y	
Law	Good practice	Sharing good practice through the Learning and Teaching Day. [Paragraph 4.1.5]	Enhancement in L&T	supporting staff	L&T Day	Y	
Education	Good practice	Support and training for Associate Tutors and Teaching Specialists	Enhancement in L&T	supporting staff			
Education	Good practice	Support and Training for Early Career Staff	Enhancement in L&T	supporting staff			
Music	Good practice	The establishment of 'Away Days' giving staff an opportunity to reflect on strategy for both learning and teaching and research (paragraph 4.1.8)	Enhancement in L&T	supporting staff	strategic - Away Day	Y	
Short Courses	Good practice	The incorporation of skills specific to particular subjects within ILOs	Enhancement in L&T	ILOs			
Short Courses	Good practice	The introduction of the Scrutiny Group to preview course and programme proposals	Enhancement in L&T	Curriculum Review	Scrutiny Group to preview course/programme proposals	Y	
Short Courses	Commendation	The Panel commends Short Courses for successfully balancing commercial imperatives along with the learning needs of its students. [Paragraph 2.4.2]	Enhancement in L&T	Employability			
Management	Commendation	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]	Enhancement in L&T	Employability	new experimental courses to enhance business engagement	Y	Possibly?
Physics and Astronomy	Good practice	The Panel recognised the particularly valuable role played by class heads in supporting the staff involved in teaching in their respective years. This included the oversight of Moodle, and the dissemination of information to the staff about programme level issues. The Panel considered this to be good practice and encourages the School to continue to use this role as a key focus for dissemination of good practice within the School. [Paragraph 4.1.6]	Enhancement in L&T	supporting staff	Role of Class heads to support staff	Y	Definitively worthy of dissemination University-wide
Law	Good practice	The range of learning styles (including the use of a Moot Court Room, group work and problem based learning) to which students are exposed. [Paragraph 4.2.1]	Enhancement in L&T	Assessment	Range of learning styles	Y	
Modern Languages and Cultures	Commendation	The Review Panel commends the School for its continuing efforts to re-energise its specialised careers provision, using alumni and other strategies to demonstrate the variety of careers that are open to graduates of modern languages. [Paragraph 6.5-8]	Enhancement in L&T	Careers information			
Modern Languages and Cultures	Commendation	The Review Panel commends the School's approach to formative assessment and the promptness with which feedback is returned enabling students to make effective use of it. [Paragraph 7.2.6-7]	Enhancement in L&T	Assessment and Feedback	Promptness of feedback		
Modern Languages and Cultures	Commendation	The Review Panel commends the School's work, in partnership with students, in introducing a Feedback Action Tracker to encourage students to actively engage with feedback. [Paragraph 7.2.8]	Enhancement in L&T	Assessment and Feedback	Feedback Action Tracker	Y	
Modern Languages and Cultures	Commendation	The Review Panel commends the wide range of assessment activities used by the School, including many formative opportunities. [Paragraph 7.2.1-5]	Enhancement in L&T	Assessment and Feedback	Range		
Physics and Astronomy	Good practice	The Review Panel met with a number of staff who were either participating in the early career programme or had recently completed it. They told the Panel that on the whole they felt well supported in their roles, and that there had been careful management of their workload with staged increases in their teaching commitments. All staff had a mentor who was available to provide support particularly in relation to their progression through the early career structure, but more broadly they found colleagues willing to provide information and support as required and the value of these informal networks was acknowledged. The Review Panel recognised the School's approach in the management of early career staff as good practice. [Paragraph 4.3.5]	Enhancement in L&T	supporting staff	Use of mentors	Y	Definitively worthy of dissemination University-wide

Physics and Astronomy	Commendation	The SER articulated the value placed by the School on the Project work carried out by undergraduates in their final year of study. Staff were committed to ensuring that students had a high quality research experience. Despite the pressure from increasing student numbers, the School's view was that it was important to offer an individual project rather than moving to students working in pairs. Both groups of students who met with the Panel spoke of the desirability of the opportunity to participate in renowned research groups. For some, awareness of this feature of the School's provision had been significant in their decision to come to study at Glasgow. In discussion with PGT students, it was noted that students were notified of the available projects and were invited to express their preferences. In addition, they were encouraged to approach staff with their own proposals, which the students regarded very positively. The Panel commends the School for this continuing commitment to supporting an individual project offering a high quality research experience. [Paragraph 4.1.13]	Enhancement in L&T	Assessment - value of independent research project work	Recruitment - ability to participate in renowned research groups		
Management	Commendation	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]	Enhancement in L&T	Assessment and Feedback	Timely assessment and feedback		
Management	Good practice	The Subject's Business Briefing events (and other developments which will lead to greater engagement with business). [Paragraph 3.4.5]	Enhancement in L&T	Employability	Engagement with business	Y	
Law	Good practice	The supportive approach of administrative support staff. [Paragraph 4.4.4]	Enhancement in L&T	supporting staff	supportive admin staff		
Music	Good practice	Provision of after hour access and online booking system (paragraph 3.3.6)	Enhancing the Student Experience	After hour access to accommodation		Y	Possibly?
Law	Good practice	Efforts to recruit and support students from the REACH and Access programmes. [Paragraph 3.2.1]	Enhancing the Student Experience	Enhancing the Student Experience	REACH and Access programmes		
Education	Good practice	Gender Action Plan	Enhancing the Student Experience	Equality & Diversity			
Modern Languages and Cultures	Commendation	The Review Panel commends the School's Gender Neutral Language Policy. [Paragraph 6.3-4]	Enhancing the Student Experience	Equality & Diversity	Gender neutral language policy	Y	
Physics and Astronomy	Commendation	The Review Panel noted the School's excellent work, described in the SER, in promoting equality and diversity. In relation to gender equality, this was recognised in the award of Juno Champion and Athena Swan Silver status. The Review Panel commends this on-going work. [Paragraph 3.1.5]	Enhancing the Student Experience	Equality & Diversity			
Music	Good practice	Full involvement of staff and students in the PSR process, incorporating a survey undertaken by both staff and students into the SER (paragraphs 1.3 and 3.3.20)	Enhancing the Student Experience	Feedback mechanisms		Y	
Music	Good practice	Opportunities given to allow students to provide feedback (paragraph 3.3.14)	Enhancing the Student Experience	Feedback mechanisms			
Management	Good practice	The Panel was particularly impressed by the updates on action provided prior to each student and staff liaison meeting. [Paragraph 3.4.3]	Enhancing the Student Experience	Feedback mechanisms	SSLC - updates provided on action	Y	
Music	Good practice	The provision of Subject level class representative training [Paragraph 3.3.17]	Enhancing the Student Experience	Feedback mechanisms		Y	
Music	Good practice	The recently established 'Music Council' to provide opportunities for wider discussion across the Subject (paragraph 3.3.16)	Enhancing the Student Experience	Feedback mechanisms		Y	
Music	Good practice	The availability of SSLC minutes which were regularly placed on Moodle (paragraph 3.3.13)	Enhancing the Student Experience	Feedback mechanisms			
Management	Good practice	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]	Enhancing the Student Experience	Feedback mechanisms			
Short Courses	Good practice	The involvement of a student as a co-convener of the SSLC	Enhancing the Student Experience	Feedback mechanisms	Student co-convener of SSLC		
Management	Good practice	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]	Enhancing the Student Experience	Feedback mechanisms			
Music	Good practice	The use of the 'minute paper' by Sonics Arts to seek student feedback mid-course, allowing for quick response to feedback. The Panel encourages this practice to be used across the Subject (paragraph 3.3.19)	Enhancing the Student Experience	Feedback mechanisms		Y	
Music	Good practice	'Composition in the Classroom' course and outreach projects (paragraph 3.3.9)	Enhancing the Student Experience	Graduate attributes and employability	Outreach	Y	
Music	Commendation	the "Welcome" event in particular the innovative 'ice-breaking' induction event of "Academic Speed Dating" created to welcome new students and put them at ease. [Paragraph 3.3.1]	Enhancing the Student Experience	Induction		Y	

Short Courses	Good practice	The innovative use of social media as a marketing tool	Enhancing the Student Experience	Recruitment	use of social media		
Short Courses	Good practice	The adoption of an online course-management platform	Enhancing the Student Experience	Student support	online course management platform used		
Management	Commendation	The clear efforts to establish a student community to ensure students feel welcome and engaged were commended by the panel. [Paragraph 3.4.5]	Enhancing the Student Experience	Student support	efforts to establish a student community		
Short Courses	Commendation	The Panel commends Short Courses for the way in which its range of provision scaffolds the student learning experience and facilitates student transition through the various stages of the learner journey, from non-credit, credit, and Access into University level study. [Paragraph 3.3.2]	Enhancing the Student Experience	Student support	Supporting transitions	Y	Possibly?
Short Courses	Commendation	The Panel commends Short Courses on its support for students on non-traditional educational pathways and its engagement with the wider community. [Paragraph 3.2.1]	Enhancing the Student Experience	Student support	access		
Education	Commendation	The Review Panel commends the School's procedures in relation to the reporting and support of students with disabilities. [Paragraph 3.1.7]	Enhancing the Student Experience	Student support	support for students with disabilities	Y	
Law	Good practice	The Undergraduate Law Student Handbook. [Paragraph 3.3.3]	Enhancing the Student Experience	Student support	Student Handbook	Y	Possibly?
Management	Good practice	The management, organisation and promotion of study abroad activities. [Paragraph 4.4.1]	Enhancing the Student Experience	study abroad			
Law	Commendation	The Review Panel recognises the School's efforts to promote internationalisation and commends the range of study abroad opportunities available within the School and encourages the School to continue developing these opportunities. [Paragraph 4.1.1]	Enhancing the Student Experience	study abroad opportunities		Y	
Law	Commendation	The Review Panel recognises the School's commitment to supporting its students through the advising system, particularly through the introduction of a co-adviser system, and commends this as an example of outstanding practice in the School. [Paragraph 3.3.2]	Enhancing the Student Experience	supporting students	Introduction of co-adviser	Y	Likely that only smaller Schools would have the ability to introduce this
Management	Commendation	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]	Enhancing the Student Experience	widening participation	Widening participation tutor	Y	Possibly?