Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement 2018-19

1. Introduction and Context

As noted in the Principal's Foreword in the University's Outcome Agreement 2019-20 to 2021-22 "*The University seeks to deliver a world-class student learning experience by placing teaching at the centre of what we do, shaping our provision within a research rich environment, and working in partnership with students to co-create their learning and to develop their independence and skills*".

Our institutional Academic Quality Framework[1] supports the maintenance and enhancement of high-quality learning and teaching across the University, and our recent Enhancement-led Institutional Review (ELIR)[2], which took place in February and March 2019, confirmed that the University has effective arrangements for managing academic standards and the student learning experience. The ELIR outcome also highlighted six commendations denoting strengths in key areas including: student engagement and partnership; our strategic approach to widening access; and our approach to promoting equality and diversity.

The six recommendations for the University to address arising from ELIR also link to areas of priority identified by the University itself, through its quality monitoring procedures (Periodic Subject Review, Annual Monitoring, Course Evaluation, Graduate School Reviews), student surveys, and analysis of progress against various performance indicators. Data around widening participation, retention, student satisfaction and graduate destinations has been provided in the University's most recent Outcome Agreement as published on the SFC website[3]. We are working to improve our retention, progression, and completion rates to provide all students with the best opportunity to achieve a positive outcome from university. We also aim to build on our strengths in graduate destination performance and have a renewed focus on embedding graduate attributes into the curriculum. In terms of attainment and achievement, our numbers for first class and upper second – 'good' - degree outcomes have shown an upward trend over recent years which is commensurate with our tariff increases and through enhanced software delivery of business intelligence, complex analysis is conducted to identify trends and interdependencies in courses. This analysis facilitates academic review of any inconsistencies in performance. Our most recent student satisfaction outcomes with the 2019 NSS[4], for example, have shown a dip in overall satisfaction from 87.7% to 86.1% and similarly some decline in the area of Assessment and Feedback. In-depth analysis of this data has commenced, including consideration of subject level variations, and outputs will be used to inform current and new projects and initiatives tackling these areas.

[1] https://www.gla.ac.uk/myglasgow/senateoffice/qea/
[2] Outcome reports available at: https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/provider?UKPRN=10007794#.U8lDA_ldV8E
[3] http://www.sfc.ac.uk/funding/outcome-agreements/2019-20/university-glasgow-oa2019-20.aspx
[4] https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/

Assessment and feedback are priority areas for them and are being addressed in part, through the associated World Changing Glasgow Transformation Programme projects (see 5.1 below for some further information). Assessment and Feedback is one of six strands in this Programme. The key aim of the Assessment & Feedback Project is to improve the experience of all those involved in assessment and feedback work at the University through wide-scale revision of practice, policy and processes in line with our institutionally agreed vision and principles for assessment and feedback.

The University is also moving forward with its major educational infrastructure project which will create innovative facilities and infrastructure across the estate through new provision and also refurbishment. The first new-build, the James McCune Smith Learning Hub, is due for completion Spring 2020.

2. Summary of ILR outcomes, including main themes, recommendations and commendations

2.1 Periodic Subject Review (PSR)

Periodic Subject Review is one of the main ways by which the University assures itself of the quality of the provision delivered by Subjects and Schools; the reviews focus on teaching, learning and assessment, quality enhancement and assurance.

Six Subject Reviews took place in Session 2018-19, with each concluding successfully including confirmation that the programmes offered within the Subject area were current and valid.

Undergraduate Medical School[5]	21 November 2018
School of Veterinary Medicine	18/19 February 2019
Celtic and Gaelic	22 February 2019
Politics	6 March 2019
School of Engineering	7/8 March 2019
MVLS Graduate School PGT cluster 1: Biomedical Science and Animal and Plant Sciences[6]	*14 June 2019*

Details of the programmes covered by the reviews are listed in Appendix 1. The University's approved PSR review reports are publicly available and can be found at: http://www.gla.ac.uk/services/senateoffice/qea/periodicsubjectreview/

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[5] This Review was re-scheduled from Session 2017-18 in order to take place following re-accreditation by the General Medical Council.

[6] The review of the College of MVLS Graduate School took place later than normal, to take account of the PGT student cohort and allow more time for these students to have settled into study on the predominantly one-year academic programmes before providing feedback. As a result, the Report of this Review has not yet been approved and details of this outcome will therefore be included in next year's report.

Recommendations

There were 72 recommendations arising from the above 5 reviews: 43 in relation to enhancement in learning and teaching; 16 related to enhancing the student experience; 10 regarding context and strategy and 2 related to academic standards. The two involving academic standards related to improving/amending processes (course and programme approval and review of TNE provision).

Of the recommendations listed under enhancement in learning and teaching, the following categories were identified:

- *Learning and teaching resources (20)*

  The majority (14) related to supporting staff, including early career and Graduate Teaching Assistants (GTAs). This included enabling staff to participate in scholarly and training events; staff consultation and ability to contribute to strategy and teaching developments; appropriate and optimal use of administrative support staff; peer assessment; and; opportunities to receive feedback on teaching performance.

- *Assessment and Feedback (7)*

  This covered a range of areas, including proposed development of on-line assessment and marking, better feedback practice, greater consistency and provision of opportunity for formative feedback.

- *Curriculum design (3)*

  These related to review of content in years 1 and 2 and more balanced workload across the curriculum. Part of one of the reviews, included Transnational Education (TNE) and the School was requested to address issues of overlapping content as well as provide opportunities for more interactive teaching.

- *Technology-enhanced learning and teaching (3)*

  This covered installation of Microsoft Office Scottish Gaelic spell-check language support software; use of lecture recording as a teaching and study resource and; use of Moodle quizzes.

- *Retention (1)*

  More detailed analysis of retention, progression and continuation data for Levels 1 and 2 to address high dropout rates recommended.

Of the areas listed under enhancing the student experience, the following categories were identified:

- *Student support mechanisms (4)*

  Improved engagement with advisory system, better signposting to support and better preparation for independent learning.

- *Feedback mechanisms (4)*

  Improved student awareness of the Staff Student Liaison Committee (SSLC); improved SSLC process in consultation with Student Representative Council Sabbatical Officers; and providing obligatory feedback following course evaluation.

- *Equality and Diversity (3)*

  Two recommendations were brought to the attention of the Space Management and Timetabling Team in relation to accessibility issues in terms of the reasonableness of the distance students are expected to travel between

consecutive classes, particularly for students with mobility difficulties. Another recommendation related to the further development of the School's "trigger warning" process.

- *Clearer and more transparent information (2)*

  Clearer information on resources available via Moodle, the University's VLE.

- *Research-led teaching (1)*

  Greater awareness of staff research interests among students.

- *Enrolment processes (1)*

  Increased flexibility for enrolment outwith standard semester times.

- *Accommodation to foster sense of community (1)*

  Space which supports the development of the Gaelic language.

Good practice

A total of 40 commendations/good practice were identified. Those with potential for sharing with the wider university were forwarded to the Good Practice Adviser and some were brought to the attention of a number of Working Groups. Of these, 22 related to Enhancing the Student Experience, 17 Enhancement in Learning and Teaching. Examples include:

Enhancing the Student Experience

- *Student support mechanisms established (10)*

  Evident commitment from staff to foster an environment where students feel supported in their learning experience.

- *Recognition of graduate attributes (6)*

  The introduction of innovative plans to provide students with international or industrial opportunities.

- *Student feedback mechanisms (3)*

  Allowing for meaningful engagement with students and acting on feedback.

Enhancement in Learning and Teaching

- Curriculum and curriculum design (5)

  The quality and variety of programmes offered was highlighted, and in other cases the work undertaken to redesign the curriculum.

- Widening participation (3)

  Support to ensure students entering via this route were equipped for university study.

- Assessment and Feedback (3)

  Where broad range and creative assessment had been highlighted as well as clear articulation between Intended Learning Outcome and assessment methods.

- Support for staff (3)

  Including valuing scholarship of learning and teaching in career development as well as support and training for Graduate Teaching Assistants (GTAs).

Subject Reviews to be conducted in Session 2019-20

The following seven reviews are scheduled to take place in Session 2019-20. The full schedule of reviews for the next six years is provided as Appendix 2.

Philosophy
Theology and Religious Studies
Nursing and Health Care
College of MVLS Graduate School: PGT Cluster 2: Medical Professions, Health & Wellbeing and Medical & Clinical Science
School of Computing Science[7]
Economic and Social History
Sociology

2.2 Annual Monitoring

Annual Monitoring at the University of Glasgow is carried out at three levels: School, College and University. School Quality Officers are responsible for collating and analysing information for consideration at School level, and College Quality Officers undertake this activity at College level. Issues requiring University-level action are reported for consideration by Academic Standards Committee (ASC). Relevant services or groups provide updates and responses on these University-wide matters.

Issues raised

Key themes from the Undergraduate and Postgraduate Annual Monitoring Summaries for Session 2017-18[8] were:

- Suitability and quality of teaching spaces
- Student mental health support
- IT facilities across the campus
- Staffing levels
- Assessment and feedback (particularly the timeliness of feedback)
- Disability reporting and provision
- Student recruitment and admissions
- MyCampus (the student records system)
- Standards of English amongst international students

Good practice

During discussion of Annual Monitoring outcomes at Education Policy and Strategy Committee (EdPSC) in November 2017, it was noted that the Committee's focus on the issues raised did not acknowledge the substantial amount of information on good practice contained in the College and School Summaries. To rebalance the discussion, and to give a better reflection of the positive aspects of annual monitoring, a summary of good practice themes was added to the summary of issues raised in Annual Monitoring for Academic

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[7] School of Computing Science will pilot our revised process for PSR
[8] Annual Monitoring always reflects on the previous complete academic year. Therefore, Annual monitoring in 2018/19 reflected on the 2017-18 academic year.

Standards Committee (ASC). The following good practice themes were identified for the 2017-18 academic session:

- Use of technology and online learning
- Developing graduate attributes and employability
- Student support and inclusivity
- Development of innovating teaching methods
- Reviewing student feedback

2.3 Course Evaluation

As previously reported, the University's Course Evaluation Policy was approved in 2017 and has been operating for the last two academic years to gain feedback on all areas of course provision. Course evaluation through student surveys will be continued in 2019-20. Specific outcomes of course evaluation are owned at local level, as course leaders and lecturers are best placed to respond to the feedback. Information Services has been working to develop an aggregated report that can be considered alongside NSS and data from other surveys. The report will give the average percentage agreement to each of the standard closed questions for each level of study in each School. The report will also show the range of satisfaction across each School, Subject, and level of Subject to allow Schools to pinpoint areas of good practice and areas for enhancement. The mode and detail of reporting has been agreed to provide a detailed overview while protecting individual staff from teacher ranking. We want to ensure that staff have confidence in the data reported; therefore, the reports are currently undergoing a process of quality control to ensure that the data is sufficiently robust before it is released. At present, there are some issues with the mapping of non-standard course codes (such as transnational education courses), and course codes which have been incorrectly entered by members of staff, to the correct parts of the aggregation table. It is anticipated that this issue can be resolved in the next few months to enable the aggregation reports to be made available to College Deans of Learning and Teaching (and other key stakeholders) within the 2019/20 academic year.

The Course Evaluation policy requires Subjects to provide students with a Summary and Response Feedback Document (SARD) via Moodle reporting on action taken in response to their feedback. The report is also a standing item on SSLCs, to ensure class representatives have an opportunity to review the feedback provided. We work with the Student Representative Council in relation to this. Both Periodic Subject Review and Course Evaluation are included in the compulsory SRC class representative training and will be included on the new MyClass Rep toolkit which has been introduced as an online information resource for session 2019-20. Course evaluation feedback and discussion at SSLC is also included in the review activity during Periodic Subject Reviews.

2.4 Graduate School Reviews

The Graduate School in the College of Arts was reviewed in June 2019. The report is still being finalised; the key themes arising will be included in our report in 2020. The Graduate School of the College of Social Sciences was reviewed in the previous session (under the previous review arrangements) and the report has now been confirmed and published: https://www.gla.ac.uk/research/ourresearchenvironment/prs/graduateschoolreview/reviewcy cleandreviewreports/.

Key themes in the College of Social Sciences Review were:

- improving communications and developing clear, simple messaging to students through web pages and other mechanisms;
- reviewing internal processes in the College and how Graduate School and School processes fit together and support each other to ensure consistency and an excellent experience for students. Processes relate to a range of functions such as annual progress review and recruitment processes;
- reviewing and improving supervisor training.

Common themes across reviews are:
- continuing to develop University systems so that they support the student experience effectively. A clear case in point is the management of annual progress reviews which would benefit from the support of a systems approach. Activity is underway to develop additional functionality in the student system;
- the challenge of communicating to a large and diverse student body in effective ways. While an ongoing challenge, this also continues to be improved by Graduate Schools who have developed ways of providing clear information to students appropriate to their populations, such as via Moodle sites or newsletters;
- Supervisor development - Graduate Schools have continued to work on this and from Session 2019/20, there will be some centralised provision to allow focus on the most relevant topics for each Graduate School.

2.5 Reviews by Professional, Statutory or Regulatory Bodies (PSRB)

A large number of our degree programmes receive recognition from various professional bodies ensuring that our provision meets required professional and/or statutory standards. The accreditation process can be beneficial in ensuring relevance and currency and providing a further way of enhancing the quality of teaching and learning. PSRB reports are fed into the PSR process and are reviewed by the external panel member to identify any enhancements developed through PSRB feedback and to ensure that appropriate actions are taken by Schools in their dialogue with PSRBs during the accreditation process. Appendix 3 details the Reviews conducted in Session 2018-19.

3. Monitoring of Support Services impact on teaching, learning and quality of the student experience

As highlighted in the Enhancement-led Institutional Review, a systematic and timely mechanism to review all student-facing professional services is required to be established and this will be taken forward over the coming session. Although the previous review framework for support services was paused while the University undertook a large-scale review of its student services, monitoring of these services has continued through other processes. The newly developed Student Experience Committee (SEC) co-chaired by the Chief Operating Officer & University Secretary and President of the Student Representative Council (SRC) has been a key area focusing on student support. This was established in April 2018 to oversee non-academic aspects of the student experience. Membership is drawn from the professional student support services, academic community and a broad student representation, with 8 student members. SEC is action focused and has seen the development of a Mental Health Action Plan and has commenced work on the development of Student Wellbeing Framework for the University. Various working groups have been established to address priority areas, such as: International Student Experience; Residential Strategy; and Content Warning working groups. SEC also works in close alignment with the Learning and Teaching Committee to ensure coherence between student support services and the academic context. A joint Away Day with the Learning and Teaching Committee was held in May 2019 to consider

areas of common interest including student wellbeing, retention and success, induction, the international student experience and content warnings in academia.

Student Services Review

An external review of Student Services was completed early in 2019. The review covered organisational structure, service delivery, user experience and feedback, leadership and resourcing. The following strengths and weaknesses were highlighted:

Strengths

- Expertise of staff and specialist support
- New governance arrangement (Student Experience Committee) bridging academic and student life with a direct route to Court for resourcing student support
- Planned service consolidation/refurbishment of Fraser Building and planned changes to the wider estate

Weaknesses

- Reactive provision
- No overarching strategy or approach to student wellbeing
- Variable academic and service arrangements within Colleges and Schools
- Absence of service performance/effectiveness measures
- Lack of staff training
- (Balance of) resourcing

In light of the report, the centralised Student Services function is in the process of extensive reorganisation which will give priority to welfare and pastoral support, within a more integrated and collegial approach to student support and wellbeing. There will also be a co-location of central support services as part of the upgrade of the Fraser Building.

The World Changing Glasgow Transformation Project covering Student & Staff Service Delivery has also implemented the new Student Support model "Reach Out" - launched on 9 September 2019 which aims to provide students with easier access to a suite of services. Information Services (Library Services, College Library Support Team and IT Helpdesk) and Student and Academic Services (Student Services Enquiry Team) have worked with to develop a simple, friendly service identity and baseline of support. A new University of Glasgow Helpdesk has been created which the teams will use to help direct students to the support they need.

Review of Professional Services

Also, within the World Changing Glasgow Transformation Project, there will be activity to support development of Professional Services across the institution to better meet the needs of both staff and students. Phase 1 activity will include a review Learning and Teaching Administrative support.

4. The Role and Nature of Student Involvement in Institution-led Review processes

The University is proud of its working relationship with the student body, which was also commended in our recent Enhancement-led Institutional Review. We have a strong partnership approach with the Student Representatives' Council (SRC) Sabbatical Officers who are fully engaged in our quality management processes and, along with other SRC Officers, are full members of all our academic and student support committees. The wider student body is also engaged through the class representative system and input to PSR and course evaluation. In PSR, it is our practice for SRC panel members to lead the panel sessions with students. All key roles associated with these forms of engagement are recorded on the students' Higher Education Achievement Record (HEAR).

There is proactive management of the Class Representative system through the jointly developed Code of Practice for Student Representation, and the SRC-run Class Representation training programme which focuses on the student role in our quality processes. The class representatives of Subjects or Schools being reviewed through PSR will be consulted in relation to the drafting of the Self Evaluation Report and are actively involved with recruiting students to meet with the Panel. Responses to Course Evaluation will be fed into Student/Staff Liaison Committees (SSLCs) as a standing item which class representatives are asked to monitor.

As part of the review of the PSR process, student involvement will be further enhanced by introducing a new meeting with the Subject area students prior to the Review event. This will be led by the Student PSR Panel member who will gain feedback from the Subject area students and report back to the Review Panel. The aim of the student pre-meeting is to provide a more informal environment in which students are encouraged to comment on their experience. It also enhances the role of the Student Panel member. A further development in student engagement with PSR will be the amendment for SSLCs to receive both the full PSR Report and responses to the recommendations, whereas previously only a copy of a summary Report was provided.

5. Reflective Overview

5.1 Progress on actions highlighted in our report for Session 2017-18 and distance travelled

Supporting staff

Periodic Subject Review noted issues around supporting staff and in response, the Early Career Development Programme and Postgraduate Certificate in Academic Practice (PgCAP) was re-developed with the launch of a completely revised programme for PgCAP in Session 2018/19. This brought significant changes to the requirements for new staff, with new compulsory introductory and curriculum design courses, plus additional new optional courses. All assessments, where possible, allow staff to create authentic work which can be applied in teaching and assessment practice. The PgCAP is now an integral part of the MEd in Academic Practice, enabling easy progress on this route for those who wish to do so. A mentoring scheme is under early development by Learning Enhancement and Academic Development Services (LEADS) for staff interested in Senior Fellows and Principal Fellows of Recognising Excellence in Teaching (RET)

A number of initiatives have been taken forward in relation to support for Graduate Teaching Assistants and reported to the University's Learning and Teaching Committee (LTC). This has highlighted the key role GTAs play in learning and teaching activity, and the need to support their professional development. The report contained a number of recommendations, including the development of a Code of Practice. A Working Group has now been established to take forward these recommendations.

Supporting our students

During Session 2018-19, the Academic Writing Skills Programme (AWSP) became compulsory for all new students at both undergraduate and postgraduate taught levels. This is a diagnostic tool designed to give students feedback and guidance on their academic writing and help understanding of university-level feedback. A total of 11,022 students undertook the AWSP, with 72% passing. Students who were deemed to require additional help, were invited to participate on a further on-line course (16%) or in-person classes (8%), depending on the level of additional support deemed appropriate. Following the experience of the first session, the AWSP will be enhanced for next year to provide more feedback and increased emphasis on key areas such as on grammar and punctuation, tone and style. Data derived from AWSP

results and referrals for further support will be used to inform policy development in the areas of assessment, feedback and academic support.

Supporting PGT students

Our Reflective Analysis for the Enhancement-led institutional Review (ELIR) highlighted a need for better support for our PGT community, and this has also been highlighted in a survey undertaken by the Student Representative Council. From session 2019-20 PGT governance has been re-located to fall more explicitly within the remit of Learning and Teaching Committees, whilst College Committees and in some cases roles, will be reconfigured to ensure that PGT is similarly aligned more closely with undergraduate oversight, and developments considered in tandem. Action will be taken to review the advising system for PGT students, incorporating the recommendation from ELIR to ensure adequate communication of advising arrangements for students; this will be monitored by the Student Experience Committee and also reported to LTC.

Supporting Widening Participation Students

As an identified key priority in our Outcome Agreement, there is continuing focus on work to support widening participation students and to improve retention and progression in this area. Periodic Subject Reviews have highlighted a number of successful approaches which will be disseminated as good practice. This includes the recently introduced and successful Glasgow Access Programme (GAP), a one-year premedical course introduced by the Undergraduate Medical School. This initiative was funded by the Scottish Government. Of the 21 participants, 19 had successfully achieved the required final grade to be offered a place to study Medicine. The School of Veterinary Medicine also undertakes outreach work, accepting students through four different widening participation routes. Both Schools had demonstrated determination to offer opportunities to as wide a range as possible with a fair admissions process to broaden the range of applicants, improving diversity of its student cohort. The Subject Area, Politics, was commended for both its involvement with the Summer School and the preparatory work undertaken to ensure that students entering Politics Level 2 via the Clyde College Articulation Programme were sufficiently equipped.

The Retention and Success Working Group (R&SWG), which is part of our Transitions Working Group (TWG), has been regenerated to improve retention and has been working with Planning and Business Intelligence to improve monitoring of student numbers using QlikView, providing 'live' data. Last Session, the R&SWG analysed undergraduate student continuation data for all Colleges and Schools for trends in continuation rates and to potentially identify areas to target with specific intervention and support initiatives. Their analysis found a number of common characteristics including: mature students, MD20/40 students and students who own their own residence, noting that mature students often made up a large proportion of the latter two categories. Student challenges to success have been broken down into three inter-connected categories: resilience; experience; and background and work is continuing in developing actions around supporting the challenges in these areas.

Assessment and Feedback

The World Changing Glasgow Assessment and Feedback Transformation Project was officially launched in April 2018. The first phase of this was diagnostic phase and was supported by workshop and feedback sessions as well as being informed by work undertaken by the Assessment and Feedback Working Group and e-Assessment Working Group. Whilst there is evident staff commitment to support assessment and feedback, the Project has prioritised the need for better integration of systems to provide a more coordinated approach to the processes of assessment and feedback, which would allow staff to focus efforts in other areas. The Project is now moving to the identification of actions to allow the development and implementation of institution-wide academic and operating models.

Dissemination of good practice

Good practice identified from PSR and Annual Monitoring was sent to the Good Practice Adviser based in LEADS. Following review of these, a number of case studies have been published on the Good Practice website. A few members of staff involved with good practice have been interviewed to allow further information to be included on the good practice website being launched at the start of Session 2019-20.

Course Evaluation

We had some technical issues with the provision on the aggregated report for course evaluation, but it is anticipated that these will be resolved this coming session. We are working with Schools in relation to improving response rates, which has been raised in annual monitoring reports. In general, we recommend course evaluation is undertaken during class and prior to the end of completion. Low response rates were also raised in the Periodic Subject Review of Law, and action taken which led to the following improved response rates for the School of Law:

2017-18

Semester 1: 32.25%
Semester 2: 23.7%

2018-19

Semester 1: 56.25%
Semester 2: 51.64%

Response rates across the University at the end of Semester 2 are typically around 8% lower compared to Semester 1 rates, and this may be due to students receiving too many surveys at the end of year. This will require further monitoring.

Changes to the Periodic Subject Review process

There was a major review of the six-yearly PSR process during Session 2018-19 with a proposal submitted to Academic Standards Committee in May 2019. A pilot of the revised process will be held during Session 2019-20 with full implementation due to commence from Session 2020-21 at the start of the fourth cycle of PSR. Changes in design were based on:

- Ensuring SFC requirements in relation to increased analysis of data, monitoring outcomes and progress are met
- Improving linkage with School Learning & Teaching action plans
- Improving linkage with other quality processes
- Increasing student involvement
- Streamlining to reduce workload for Schools/Subjects under review
- Incorporating good practice identified elsewhere

As such, the key main areas that have been revised are

- A clearer structured and shorter Reflective Analysis (RA). The RA will focus on vision, plans for future development and their implementation, opportunities and challenges identified, linkage to School and College strategic Learning and Teaching plans, with an underlying emphasis on the student voice and student experience.
- Increased reflection on use of data in the RA and how this is used to inform action and evidence of impact.
- The final Report will be shorter: providing an overview of the Panel's findings with recommendations, commendations and good practice highlighted. Context will be given as to why a recommendation has been made and its expected impact.

- Improvement in the measure and monitoring of progress and linking actions from recommendations to the annual monitoring process.

Changes to Graduate School Review process

During Session 2018-19, the Graduate School Review process was reviewed by the Deans of Graduate Studies Committee and the Research Policy and Strategy Committee with the following changes implemented:

- The documentation provided for the Review would consist of a short (2,500 words) narrative submission answering five reflective questions, a SWOT analysis, supplementary documentation (such as a training manual, programme handbooks or strategy documents) and a comprehensive student data pack produced centrally by Research and Innovation Services.
- Reviews will now take place on a three-yearly cycle, with Arts and COSS being reviewed in the same year as part of the cycle. There will be no gap year or consolidation year in the new review cycle as activity is considered to be ongoing.
- In future reviews, an external panel member with a professional services remit will be invited to be an external panel member as well as a colleague with an academic remit.

Review of the University's Annual Monitoring process

- The University's Annual Monitoring process is currently under review. Two student interns were employed in June 2019 using funds from the Quality Assurance Agency Scotland Enhancement Theme. Research was conducted on current practices within the Higher Education sector and the interns then met with key stakeholders in the University (including School and College Quality Officers, and Heads of School) to review current practice in Annual Monitoring at School/Subject level across the University, and to seek views on the ways in which the process could be enhanced/streamlined. There will also be an exploration of how the role/expectations of School Quality Officers differs across the University, and how this role might be developed in the future. The findings of this research will be reported to the Academic Standards Committee (ASC) in the 2019-20 session along with recommendations for suggested improvements.

Addressing short term teaching space

As highlighted in our report last year, issues with teaching space were raised both via PSR and annual monitoring. Whilst we are awaiting the completion of the James McCune Smith Learning Hub, which will allow for staged and more detailed refurbishment moves, the Refurbishment of Teaching Space Working Group is developing a strategic plan for refurbishment of the campus. This Working Group is developing an ongoing audit of teaching spaces to determine priorities for refurbishment over the next five years. Staff across the University had been invited to participate in a short survey on teaching space to inform this group. In addition, the Laboratory Refurbishment Working Group is running in conjunction with this and is reviewing reconfiguration and relocation of laboratory space.

5.2 Key findings and significant outcomes from 2018-19 and priorities for 2019-20

Periodic Subject Review and Annual Monitoring

A number of areas will be prioritised following analysis of data arising from PSR and Annual Monitoring. These include:

- Support for staff
  The PSR staff survey that was introduced and commended in our ELIR Outcome report, has highlighted the need to focus on supporting staff. Whilst it is anticipated that the

revised Early Career Development Programme and PgCAP will provide greater support for early career staff in general, better support mechanisms are required. LEADS have launched its CPD series of over 50 sessions designed to help develop teaching practice. Each strand is aligned to the academic promotion criteria, with each individual session aligned to the UK Professional Standards Framework (UKPSF) in order to help staff, evidence their continuing development.

There will be substantial development of support for Graduate Teaching Assistance through the planned work of the GTA Working Group with the introduction of a more formalised system for our GTAs. Various developments running through the World Changing Glasgow Transformation Projects will focus on significant improvement to systems and processes which will be of benefit to staff and release time for academic activity. Additionally, a number of University and College initiatives are focused on creating communities of practice for staff on the Learning Teaching and Scholarship (LTS) track, in particular to provide mentoring and guidance around scholarship of learning and teaching.

- Content Warning

There was agreement at our SEC/LTC Away Day held in May, that a policy on Content Warning for academic delivery should be introduced across the University. This would focus on supporting students to prepare in order to be able to engage with content which may be considered to be potentially sensitive or emotionally challenging. A Working Group has been established to develop policy.

- Moodle

A Moodle template has been designed to ensure consistency of information provided. This was not on a compulsory basis, predominantly due to a planned review of our VLE, however further consideration through our normal committee processes, will be given to the potential benefits of greater use of Moodle templates .

- Assessment and Feedback

Whilst it is recognised that assessment and feedback will be fundamentally reviewed as part of our World Changing Transformation Project, there are some small short-term initiatives that the Assessment and Feedback Working Group and some College teams focusing on 'quick wins' from the transformation project will introduce. This includes greater guidance to committees on good course and assessment design, and more streamlined processes supporting assessment and feedback using existing IT solutions.

- Student Support

Elements of student support around mental health and disability reporting and provision have been highlighted through annual monitoring. These will be at the core of the current reorganisation of our central support service, which will also have improved links with College and School provision, and the work identified on the University's Mental Health Action Plan. The Framework for Student Wellbeing will also link into these areas.

Campus Development and Quality of Teaching Space

Issues with accommodation quality, capacity and timetabling are regularly highlighted as part of annual monitoring. These will continue to be tackled through substantial investment in redesigning existing study and learning spaces, overseen by the Refurbishment Working Group, as well as the infrastructure developments in creating new study and learning space.

Graduate Attributes and Employability strategy

A Graduate Attributes and Employability Working Group has been established to refresh our approach and establish a strategy on how best to support and engage students in developing

their attributes against our skills reference framework. As part of the new PSR cycle, greater emphasis will be placed on the integration of professional skills, employability and work-based learning in the curriculum and how Schools engage with graduates after study.

Our Careers Service now offers an internship hub for our students, which offers approximately 350 internships each academic year. This includes:

- Summer internships with start-up businesses and multinational organisations
- On-campus internships working across the University in multiple services
- Part-time term time with local companies to fit in with studies

Learning and Teaching Strategy 2020-25

This year we will be developing the University's Learning and Teaching Strategy for 2020-25. It is expected it will include inclusion, skills and learning technology. It is recognised that the rate of change of legislation, digital skills and artificial intelligence is substantial and providing our students with knowledge and applied skills would enhance their employability as well as their immediate contribution to society more generally.

Approved by Planning and Business Intelligence

Approved by Vice Principal (Learning and Teaching)

Approved by Academic Standards Committee (4 October 2019)

Approved by Court (9 October 2019)

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Periodic Subject Reviews

Subject Areas and Programmes Reviewed in Session 2018-19

Celtic and Gaelic

Undergraduate
Master of Arts – Celtic Studies (single and joint honours)
Master of Arts – Celtic Civilisation (joint honours)
Master of Arts – Gaelic Studies (single and joint honours)

Postgraduate
Master of Letters – Celtic Studies
Master of Research – Celtic/Gaelic

Engineering

Undergraduate
BEng/MEng Aeronautical Engineering
BEng Aeronautical Engineering (w. SIT)
BEng/MEng Aerospace Systems
BEng Aerospace Systems (w. SIT)
BEng/MEng Biomedical Engineering
BEng/MEng Civil Engineering
BEng Civil Engineering (joint w. SIT)
BEng/MEng Civil Engineering with Architecture
BSc/BEng/MEng Electronics & Software Engineering (joint with CS)
BEng/MEng Electronics & Electrical Engineering
BEng Electronics & Electrical Engineering (JEP w. UESTC)
BEng E&EE with Communication (JEP with UESTC)
BEng/MEng Electronics with Music (2/3 Engineering, 1/3 Music)
BEng/MEng Mechanical Design Engineering
BEng Mechanical Design Engineering (w. SIT)
BEng/MEng Mechanical Engineering
BEng/MEng Mechanical Engineering with Aeronautics
BEng Mechatronics
BEng Mechatronics (w. SIT)
BEng/MEng Product Design Engineering (with Glasgow School of Art)

Postgraduate
MSc Aeronautical Engineering
MSc Aeronautical Engineering (w. SIT)
MSc Aerospace Systems
MSc Aerospace Systems (w. SIT)
MSc Biomedical Engineering
MSc Civil Engineering
MSc Civil Engineering (joint w. SIT)
MSc Civil Engineering with Architecture
MSc Electronics & Software Engineering (joint with CS)
MSc Electronics & Electrical Engineering
MSc Electronics & Electrical Engineering (JEP w. UESTC)
MSc E&EE with Communication (JEP with UESTC)
MSc Electronics with Music (2/3 Engineering, 1/3 Music)

MSc Mechanical Design Engineering
MSc Mechanical Design Engineering (w. SIT)
MSc Mechanical Engineering
MSc Mechanical Engineering with Aeronautics
MSc Mechatronics
MSc Mechatronics (w. SIT)
MSc Product Design Engineering (with Glasgow School of Art)

Politics

Undergraduate
Master of Arts (Social Sciences) – Politics (single honours)
Master of Arts (Social Sciences) – Politics with Quantitative Methods
Master of Arts (Social Sciences) – Politics (joint honours, with 40 subject choices)
Master of Arts (Social Sciences) – Politics (3-year general degree)

Postgraduate (run directly through the subject):

Chinese Studies (MSc)
Human Rights & International Politics (MSc and MRes)
International Relations (MSc and MRes)
Politics Communication (MSc and MRes)

Postgraduate (run through the School of Social and Political Sciences and with substantial input from the subject):

Erasmus Mundus International Masters in Security, Intelligence & Strategic Studies (IntM)
MSc International Relations (Joint Graduate School with Nankai University)
Global Security (MSc and MRes)

MVLS Graduate School

Postgraduate
MSc Bioinformatics
MSc/MRes Biomedical Science
PGCert Anatomy
MSc Medical Visualisation and Human Anatomy
MSc Brain Sciences
MSc Cancer Sciences
MSc Molecular Pathology
MSc Medical Genetics and Genomics
MSc Genetic and Genomic Counselling
MSc Clinical Genetics
MSc Biotechnology
MSc Biotechnology and Management
MSc Infection Biology
MSc Immunology and Inflammatory Disease
MRes Ecology and Environmental Biology

MSc Quantitative Methods in Biodiversity, Conservation and Epidemiology
MSc Animal Welfare Science, Ethics and Law
MSc Conservation Management of African Ecosystems
MSc Wildlife and Livestock Management – Online Distance Learning

MSc One Health – Online Distance Learning
MSc Food Security
Socio-Legal Studies (MRes)

Undergraduate School of Medicine

Undergraduate
MBChB
1-year intercalated BSc (Med Sci) Clinical Medicine programme

Veterinary Medicine

Undergraduate

BVMS
BSc/MSci Veterinary Biosciences

Periodic Subject Review (PSR) – Schedule 2019 to 2025

Next Review	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Arts	Philosophy Theology and Religious Studies	Classics History Theatre, Film and TV Studies	Archaeology English Language and Literature and Scottish Literature	HATII History of Art	School of Modern Languages and Cultures Music	Celtic and Gaelic
	2	3	2	2	2	1
Medical, Veterinary and Life Sciences	Nursing and Health Care School MVLS Graduate School: **PGT Cluster 2**: Medical Professions, Health & Wellbeing and Medical & Clinical Science		Dental School	School of Life Sciences	Medical Undergraduate School	School of Veterinary Medicine MVLS Graduate School: **PGT Cluster 1:** Biomedical Science, Animal & Plant Sciences
	2	0	1	1	1	2
Science and Engineering	School of Computing Science	School of Chemistry School of Geographical and Earth Sciences	School of Mathematics and Statistics	School of Psychology	School of Physics and Astronomy	School of Engineering TNE
	1	2	1	1	1	2
Social Sciences	Economic and Social History Sociology	Economics Urban Studies	School of Interdisciplinary Studies	Accounting and Finance Central and East European Studies	School of Education School of Law Management	Politics
	2	2	1	2	3	1
Others			LEADS (PG CAP and MEd)		Short Courses[9]	
	0	0	1	0	1	
Total	7	7	6	6	8	6
Year of Cycle	6 of 3rd	1 of 4th	2 of 4th	3 of 4th	4 of 4th	5 of 4th

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[9] May be moved to Session 2024-25 due to staffing/timetabling conflict

2.5 Reviews by Professional, Statutory or Regulatory Bodies (PSRB)

PSRB Reviews conducted in Session 2018-19

The table below shows the PSRB outcomes for reviews held during session 2018-19.

School/Research Institute	PSRB	Outcome
Institute of Health & Wellbeing	British Psychological Society	Report received. Programme renewed on an ongoing basis.
School of Computing Science	British Computer Society / Institute of Engineering & Technology (Joint Visit)	Reports received. Programmes have been reaccredited.
School of Education	General Teaching Council for Scotland*	Report still to be received. Programmes have been reaccredited.
	Scottish Social Services Council*	Report received. Programme has been reaccredited.
School of Engineering	Engineering Accreditation Board	Still to receive response from School.
	Institution of Engineering & Technology	Still to receive response from School.
	Institution of Mechanical Engineers*	Letter received. Programmes have been accredited.
	Joint Board of Moderators	Report received. Programmes have been reaccredited.
	Royal Aeronautical Society*	Letter received. Programmes have been accredited.
School of Geographical & Earth Sciences	Chartered Institution of Civil Engineering Surveyors*	Report received. Programmes have been accredited.
School of Humanities	Archives & Records Association	Report received. Programme has been reaccredited.
	Chartered Institute of Library and Information Professionals*	Report received. Programmes have been re(accredited).
School of Interdisciplinary Studies	General Teaching Council for Scotland*	Report received. Programme has been reaccredited.
School of Medicine, Dentistry & Nursing	General Dental Council*	Report received. Programme has been reaccredited.
School of Physics & Astronomy	Institute of Physics	Report still to be received. Programmes have been reaccredited.
School of Social & Political Sciences	Chartered Institute of Housing	Review to be rescheduled due to suspension of programme.

	Royal Town Planning Institute	Programmes accredited on an ongoing basis.

*Review not included in advance list of events due to be held in 2018-19 as reported to SFC in September 2018.

PSR Good Practice 2018-19

Academic Standards	
Context and Strategy	1
Enhancement L&T	18
Enhancing the Student Experience	21

Subject	Commentdation or Good Practice	Good practice or Commendation	Area 1	Area 2	Area 3	Potential to be University wide
Politics	Commendation	The reflective and open approach taken by the subject to the self-evaluation report. [Paragraph 3.1.1]	Context and Strategy	Reflective and open approach of SER		
Undergraduate Medicine	Commendation	the responsiveness and robustness of the Undergraduate Medical School Admissions processes. [Paragraph 3.1.1]	Enhancement in L&T	Admission	Admission process	
Politics	Commendation	Good articulation between Intended Learning Outcomes and assessment methods. [Paragraph 6.1.3]	Enhancement in L&T	Assessment and Feedback	Good articulation between ILOs and Assessment methods	Y
Celtic and Gaelic	Good Practice	The Panel considered the creative use of Moodle Quiz by the Subject, particularly with regard to the incremental development of Gaelic language skills, to be an example of **good practice**. (para 7.4.4)	Enhancement in L&T	Assessment and Feedback	Use of Moodle quiz	Y?
Politics	Commendation	The use of a broad range of assessment methods, such as placement-based assessment, reflective journals, policy briefing and individual research projects. [Paragraph 6.2.1]	Enhancement in L&T	Assessment and Feedback/Graduate attributes	broad range and placement-led assessment	Y
Politics	Commendation	The quality and variety of the programmes offered – years 1 and 2 offer a solid grounding, which allows students to articulate to an impressive range of honours choices. [Paragraph 6.1.2]	Enhancement in L&T	Curriculum		
Undergraduate Medicine	Commendation	the impressive work undertaken on the design of the curriculum. [Paragraph 3.5.1]	Enhancement in L&T	Curriculum design		Y?
Undergraduate Medicine	Commendation	the systems the School has developed for quality management of the curriculum, which are detailed and proportionate. [Paragraph 5.1.2]	Enhancement in L&T	Curriculum design	academic standards	Y
Veterinary Medicine	Commendation	the successful delivery of its ambitious new BVMS curriculum. It was clear to the Panel that this had been a demanding project requiring vision and leadership, as well as meticulous work in the detail of its delivery, depending for its success on the commitment of School staff across all categories. [Paragraph 4.1.6]	Enhancement in L&T	Curriculum design		
Engineering	Commendation	the work undertaken to ensure the success of the common curriculum. *[Paragraph*	Enhancement in L&T	Curriculum design		

Undergraduate Medicine	Commendation	the approach of the School and wider university in valuing teaching scholarship in the career development of academic staff. [Paragraph 2.3.6]	Enhancement in L&T	L&T resources	staffing - valuing teaching scholarship in career development	**Y**
Veterinary Medicine	Commendation	its training and support of both Associate Staff and demonstrators. [Paragraph 4.4.16]	Enhancement in L&T	L&T resources	training and support of demonstrators	Y
Politics	Good Practice	The SER noted that most courses utilise an e-reading course list via the University Library's Talis system. The Panel heard positive feedback from both UG & PGT students and staff on the Talis system, with students noting that the thematic reading lists were a positive resource. The Panel note the consistent use of Talis by the Subject as an example of **good practice**. (6.1.8)	Enhancement in L&T	L&T resources	Effective use of resources - Talis Library system	Y
Politics	Good Practice	It was noted in the meeting with the Head of School that work had been undertaken at a School level to rationalise the use of Graduate Teaching Assistants (GTAs), address existing issues with GTA variable contracts and uneven training, and to refresh the lapsed GTA committee within the School. These were acknowledged by the Panel as positive steps and **good practice**. (6.4.3)	Enhancement in L&T	L&T resources	Support for GTAs	y
Undergraduate Medicine	Commendation	the level of attention given to monitoring progress to ensure no group of students are disadvantaged. [Paragraph 3.1.3]	Enhancement in L&T	Retention	monitoring progress	Y
Undergraduate Medicine	Commendation	the recently introduced and successful Glasgow Access Programme (GAP), a one-year premedical course [Paragraph 2.3.2]	Enhancement in L&T	Widening participation/ Access		
Veterinary Medicine	Commendation	its widening participation work and support for students recruited this way during their studies. The achievements in this area have already been significant but there is evident ambition to do more. (para 3.1.4)	Enhancement in L&T	Widening participation/ Access		
Politics	Commendation	Support for Widening Participation, both in terms of the WP Summer School, and the preparatory work undertaken to ensure that students entering Politics Level 2 via the Clyde College Articulation Programme are sufficiently equipped to enter the University. [Paragraph 5.1.4]	Enhancement in L&T	Widening participation/ Access		

Veterinary Medicine	Commendation	In the meeting with BSc students there was a discussion of graduate attributes, and the students displayed an impressive understanding of what these were and how their programme promoted their development, particularly through the Professional Development Portfolio. The Review Panel **commends** the School for its work in this area. [Paragraph 3.3.7]	Enhancing the Student Experience	Graduate attributes		Y
Politics	Commendation	Impressive range of extra-curricular activities, including the Olive Tree Initiative. [Paragraph 5.7]	Enhancing the Student Experience	Graduate attributes		
Politics	Good Practice	Subject that the arrangement with Duke University is an example of **good practice** in the field of internationalisation. (5.1.12)	Enhancing the Student Experience	Graduate attributes	Internationalisation	Y?
Celtic and Gaelic	Commendation	its innovative plans to introduce an immersion year for students on the Gaelic programme. This would mirror the 'year abroad' system in place in Modern Languages programmes. The Panel recognised the workload implications, however, for an already over-burdened subject area. *[Paragraph 7.1.4]*	Enhancing the Student Experience	Graduate attributes	Year abroad equivalent	
Engineering	Commendation	for enabling a substantial number of students to undertake their industrial placement outwith the UK. *[Paragraph 4.1.5]*	Enhancing the Student Experience	Graduate attributes	industrial placement outwith UK	
Engineering	Good Practice	the opportunity for MEng students to undertake an individual project within industry during their final year. The range of industrial organisation was impressive, and the Review Panel considers this to be an example of good practice in relation to Graduate Attributes and employability (para 4.1.2)	Enhancing the Student Experience	Graduate attributes	Industrial projects	Y
Engineering	Commendation	most impressed with the work of the School and both the TNE institutions and acknowledged the positive impact this arrangement had on the School's reputation and **commends** the School on this achievement. *[Paragraph 6.4.1]*	Enhancing the Student Experience	Internationalisation		
Undergraduate Medicine	Commendation	the improvements made in the NSS and University rankings. [Paragraph 1.1.3]	Enhancing the Student Experience	NSS results		
Celtic and Gaelic	Commendation	the excellent work being done by the Gaelic Development Manager in engaging students, providing opportunities for them to interact with the Gaelic community, and normalising the use of Gaelic throughout the University. (Para 5.2)	Enhancing the Student Experience	opportunities to interact with Gaelic community		

Undergraduate Medicine	Good Practice	The UMS had adopted Red-Amber-Green charts when responding to course evaluation, providing a focus on areas for improvement as well as identification of good practice. (Para 3.4.1)	Enhancing the Student Experience	Student Feedback mechanisms		y
Veterinary Medicine	Commendation	the commitment of its staff, led by those at senior management level, to meaningful engagement with students. This involved openly welcoming feedback, acting on that feedback, and seeking student views on future developments. [Paragraph 3.4.4]	Enhancing the Student Experience	Student Feedback mechanisms		y
Politics	Commendation	Improvements in student feedback, which have seen a positive change to NSS scores. [Paragraph 6.2.3]	Enhancing the Student Experience	Student Feedback mechanisms		Y
Undergraduate Medicine	Commendation	the level of support provided [Paragraph 3.3.1] but please see recommendations	Enhancing the Student Experience	Student support		Y?
Undergraduate Medicine	Commendation	Engagement with Clinical staff at hospital sites and CPD for clinicians and training days. [Paragraph 4.4.2]	Enhancing the Student Experience	Student support	Engagement with clinical staff	
Veterinary Medicine	Commendation	the creation of an environment in which student welfare is promoted and is supported by a range of initiatives delivered by the University, the School, students and the student association. [Paragraph 3.3.5]	Enhancing the Student Experience	Student support		Y
Veterinary Medicine	Commendation	staff who are highly committed to supporting the students in their learning experience. This was acknowledged both by students and by senior staff. [Paragraph 3.4.3]	Enhancing the Student Experience	Student support	supportive and committed staff	
Politics	Commendation	The evident commitment of the academic team to teaching, learning and the student experience. [Paragraph 3.1.1]	Enhancing the Student Experience	Student support	commitment of staff	
Politics	Commendation	The high level of care and attention given to the transition of students from Glasgow International College and the positive links which have been fostered with GIC [Paragraph 5.1.13].	Enhancing the Student Experience	Student support	support for transitions	Y
Celtic and Gaelic	Commendation	its welcoming, approachable attitude towards students, and for fostering an environment where students feel extremely well supported and encouraged. [Paragraph 8.1.4]	Enhancing the Student Experience	Student support	sense of community	
Engineering		the embedded LEADS support in Maths in the School [Paragraph 3.1.5]	Enhancing the Student Experience	Student support		
Engineering	Commendation	considered the advising system to be an impressive organisation and **commends** the School for developing this process. [Paragraph 3.3.2].	Enhancing the Student Experience	Student support	Advising system	Y
Engineering	Commendation	the Teaching Office staff for the level of support and assistance provided to both students and staff. [Paragraph 4.4.8]	Enhancing the Student Experience	Student support	support provided from Teaching Office	y

PSR Recommendations 2018-19

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

Subject	Recommendation	Area 1	Area 2	Area 3	Area 4	Impact
Politics	work with the School and College to provide clarity on what constitutes a minor or major change to an existing course or programme to ensure that the approval process is timely, and that Subject staff receive adequate feedback on changes which have been assessed by the College Board and School Oversight committees. [Paragraph 7.1.3]	Academic standards	Course and Programme approval	improved processes		supporting staff
Engineering	The Panel would have valued more time with the TNE staff and students and, therefore, the Review Panel **recommends** that, in future, Student and Academic Services and the School, give consideration to whether the Engineering TNE activity is reviewed separately. The Panel acknowledges there is a trade-off between considering the School holistically and giving due attention to TNE but certainly given the scale of endeavour, there is a need for further time to explore and acknowledge in full, the TNE activity in the future. *[Paragraph 6.1.1]*	Academic standards	Separate review of TNE provision			support for TNE activity
Engineering	encourage and assist staff to assume active roles within the accreditation bodies to contribute and influence future policy and accreditation requirements in relation to teaching and assessment in Engineering. *[Paragraph 4.2.3]*	Context and Strategy	accreditation	Encourage staff to assume active roles contribute and influence future policy		enhancement in learning and teaching and staff support and development
Engineering	in addition to the current practices, the School should review the marketing of the programmes, including the School website, to present a more contemporary and inclusive image. The School could compare the current website with those of other institutions, such as the University of Bristol and advice should be sought from External Relations and the Equality and Diversity Unit in the first instance, but potentially also from the School of Physics and Astronomy which has a Silver Athena Swan award, where a range of initiatives have been undertaken as part of the University's Gender Action Plan. *[Paragraph 3.2]*	Context and Strategy	Marketing	Equality and Diversity	inclusive website	Equality and diversity
Celtic and Gaelic	gives consideration to marketing its Gaelic Studies programme together with programmes offered by the School of Modern Languages and Cultures, in order to raise awareness of the programme and maximise exposure to potential applicants with a language interest. The Subject should develop its recruitment strategy in liaison with External Relations. *[Paragraph 6.1.3]*	Context and Strategy	*Marketing of Gaelic Studies* Liaise with ER			increase profile
Celtic and Gaelic	The Review Panel was aware that a key component of the University's new	Context and Strategy	recruitment: Use of alumni in marketing			Improve profile outwith traditional recruitment pool

School	Recommendation	Category	Theme	Sub-theme		Outcome
Engineering	Given the maturity of the TNE relationships at this point, the Review Panel **recommends** that the School takes the opportunity to consider how to reprofile this activity so as to incorporate TNE more prominently, recognising its importance as part of the School's strategic contribution to research and teaching, and considers how to strengthen partnerships around research and teaching initiatives. *[Paragraph 6.4.1]*	Context and Strategy	reprofile activity - TNE more prominently - importance to strategic contribution to research and teaching	strength partnerships around research and teaching		supporting TNE staff
Veterinary Medicine	the review of PSR that is currently underway within Academic Services give consideration to how issues relating to broader University initiatives (such as ECDP), that don't lend themselves to specific recommendations that ASC might follow up on, could be more meaningfully recorded and addressed in future. [Paragraph 4.4.10]	Context and Strategy	Review of PSR - issues outwith the control of the School - recorded and addressed	reporting mechanisms		Improve formal reporting mechanisms
Engineering	reviews communication, engagement and involvement of staff to ensure all staff are actively involved in the developments in relation to strategy and engage effectively with opportunities to contribute to strategy and teaching developments in an open and transparent environment. *[Paragraph 2.4.6]*	Context and Strategy	Strategic Approach to Enhance Learning and Teaching	Supporting Staff	contibution to strategy	supporting staff and enhancing staff engagement
Engineering	with the support of the College, rethinks teaching support and potentially restructures the teaching teams for large classes. The review should include the role of technical staff, learning technologists and GTAs in order to optimise the School's resources and to alleviate the pressure on all staff. *[Paragraph 2.4.5]*	Context and Strategy	Strategic Approach to Enhance Learning and Teaching	Teaching support and teaching team review		improving support for staff and enhancing the student experience
Undergraduate School of Medicine	Undergraduate Medical School works with the College, the Central Timetab	Context and Strategy	Strategic Planning for Growth			
Politics	develop a clear strategy for the introduction of the new IR degree program	Context and strategy	strategy for introduction and monitoring of new degree programme and how it will complement current programme	Supporting Staff		supporting staff
Veterinary Medicine	consider how best to articulate to BVMS students the value and purpose of the portfolio. This could involve insights from Associate Staff and recent graduates being shared, and also possibly from the BSc students who appeared more comfortable with the portfolio work than the BVMS students (though it is recognised that the scale of the undertaking on the BVMS is significantly greater). [Paragraph 4.2.9]	Enhancement L&T	Assessment and feedback	better understanding of the value and purpose of the portfolio		enhancing the student experience
Politics	work with the Learning Enhancement and Academic Development Service t	Enhancement L&T	Assessment and feedback	development of on-line assessment and marking		Supporting staff and enhancing student experience
Undergraduate School of Medicine	work with Learning Enhancement and Academic Development Services (LE/	Enhancement L&T	Assessment and feedback	feedback practice and greater consistency		supporting students
Celtic and Gaelic	in order not to disadvantage those students submitting work in Gaelic, the :	Enhancement L&T	Assessment and Feedback	increase word count		Enhancement L&T
Undergraduate School of Medicine	review the opportunities that students have to gain formative feedback on	Enhancement L&T	Assessment and feedback	opportunity for formative feedback		supporting students

Engineering	The Panel explored adjusting the weighting of exams and course work, however, staff considered that, in view of the large class sizes, this would impact on staff time and workload. There were justified concerns that the current system disadvantaged some students in fulfilling their potential, therefore, the Review Panel **recommends** that the School review the current first year assessment design and identifies ways to increase the level of formative assessment as well as reduce the reliance on high stakes assessments, subject to remaining within the constraints of accreditation. *[Paragraph 4.2.2]*	Enhancement L&T	Assessment and Feedback	Review of First Year assessment to increase formative assessment and reduce high stake assessment		Enhancement L&T
Undergraduate School of Medicine	Staff and students both identified Phase 3 of the MB ChB curriculum as putting a disproportionately large load on the students. The messaging used by the School also contributes to the student perceptions of this additional load. The Review Panel **recommends** that the Undergraduate Medical School reviews the early stages of the curriculum with a view to providing a more balance workload for the students in the earlier years. [Paragraph 4.1.5]. Students in the later stages of study indicated that there was little time allowed for examination preparation. The Review Panel **recommends** that the School review the current phasing of activity in the later stages of the curriculum with a view to ensuring student welfare is appropriately supported. [Paragraph 4.1.6]	Enhancement L&T	Curriculum Design	more balanced workload across the curriculum/years	student welfare	supporting students
Celtic and Gaelic	review the Gaelic language content of Years 1 and 2, to take account of the changing student demographic and to ensure that content is appropriate and up to date. Full consultation with students should be central to informing developments in this area. *[Paragraph 7.1]*	Enhancement L&T	Curriculum Design	*Review of Gaelic Language Content in Years 1 and 2*		Enhancement L&T
Veterinary Medicine	it was a source of considerable frustration to staff and students that the students' portfolio work on Mahara did not remain available to them after graduation. The Panel **recommends** that this situation be reviewed by IT Services, in consultation with the School and other areas of the University that use portfolio work, to investigate possible means of either facilitating access to the work post-graduation or enhancing the materials available to be downloaded by students prior to graduation. [Paragraph 4.2.7]	Enhancement L&T	Learning and Teaching resources	Access to portfolio's after graduation		enhancing the student experience
Veterinary Medicine	In discussion with the Review Panel, professional support staff referred to pressures they experienced as a result of a lack of IT support based at Garscube. There was an on-going review of IT support in the College but there was a suggestion that the support being sought by students could perhaps be met locally by appropriately trained peers. The Panel **recommends** that the School explore with Information Services the possibility of student intern based front line provision for student IT queries such as the support that will be integral to the new University student service model. Such discussions should be dovetailed with the College review of IT support to ensure a coordinated and holistic provision for the Vet School that reflects developments in the wider University. [Paragraph 4.1.14]	Enhancement L&T	Learning and Teaching resources	Better localised IT support		supporting staff and students
Engineering	the College review the staffing and recruitment practices with the School to identify ways to improve the process and reduce the impact on existing staff. There may also be the opportunity to feed into the World Changing Glasgow project on recruitment. *[Paragraph 4.3.2]*	Enhancement L&T	Learning and Teaching resources	College review of staffing and recruiment practices		staff support and enhancing the student experience
Celtic and Gaelic	any staff member carrying out the Performance Development & Review pro	Enhancement L&T	Learning and Teaching resources	Early Career Staff		improving support for early career staff

Veterinary Medicine	the professional support staff were highly dedicated to supporting the student experience, willing to take on new ways of working and embracing advances brought by technology but who were also highly stretched and struggling with morale. In the current PSR round the School of Engineering was commended for the administrative support provided by its teaching unit. The Panel **recommends** that the Vet School meet with staff from that unit with a view to the sharing of best practice. [Paragraph 4.4.7]	Enhancement L&T	Learning and Teaching resources	established working relationship between professional support staff and academics		supporting staff
Engineering	review the oversight and training of GTAs to ensure that more consistency in the GTA experience and consult with LEADS for guidance and advice on GTA training [*Paragraph 4.4.2]*	Enhancement L&T	Learning and Teaching resources	GTA training and support		supporting GTAs
Celtic and Gaelic	the School of Humanities reviews the payment made to GTAs in the Subject	Enhancement L&T	Learning and Teaching resources	GTAs	payment	improving the support of GTAs
Engineering	Early career staff commented to the Panel that it would be useful to have a School induction handbook and an annual calendar of events. The Head of School advised that there was such a handbook which included these headings together with a checklist and was available on the web. In view of the uneven awareness of the handbook, the Review Panel **recommends** that the School seeks input from Early Career Staff on the contents and the dissemination of the information. [*Paragraph 4.4.6*]	Enhancement L&T	Learning and Teaching resources	Induction and handbook for Early Career staff		supporting early career staff
Undergraduate School of Medicine	monitors the demand for desktop computers at the Queen Elizabeth University Hospital and explore the potential for students to access NHS desktop machines, if NHS use is not required at these times. [Paragraph 4.3.2]	Enhancement L&T	Learning and Teaching resources	IT facilities		enhancing the student experience
Undergraduate School of Medicine	articulates an overall Technology Enhanced Learning and Teaching (TELT) strategy and develops a requirement specification for IT systems that support teaching within the Undergraduate Medical School, engaging with the University's Assessment and Feedback project to identify what elements of the specification could be delivered centrally. The Undergraduate Medical School should seek to secure College support for its delivery. The Review Panel further **recommends** that the College and School should review and, where appropriate, reconfigure IT support for the School to improve its effectiveness. In doing so, it should consider how staff and students in the School use IT and how it can evolve to improve resilience. [Paragraph 4.1.11]	Enhancement L&T	Learning and Teaching resources	IT Support systems and support		Supporting staff; improving student experience
Engineering	review the current processes with a view to identifying a more efficient and streamlined process if possible, to alleviate the pressure on the Teaching Office and to free staff time for other processes. The Review Panel acknowledges that opportunities for streamlining may be limited in the absence of improved online assessment of mathematical subjects and **recommends** that the issue is raised with the Chair of the Assessment and Feedback Transformation Project, Professor Frank Coton, to include within considerations of online assessment. [*Paragraph 4.4.9*]	Enhancement L&T	Learning and Teaching resources	more streamlined processes	need for improved online assessment	Enhancement L&T and supporting staff
Engineering	In view of the level of support provided by the Teaching Office and their pivotal role in relation to much of the School administrative processes, the Review Panel **recommends** that the support for the Teaching Office is reviewed to continue to streamline unnecessary processes and alleviate pressures where possible taking into account the role played by the IT team. [*Paragraph 4.4.11*]	Enhancement L&T	Learning and Teaching resources	more streamlined processes		supporting staff

Engineering	the PSR Convenor raises the ECDP and PGCAP feedback with the University's ECDP Lead (Prof Murray Pittock) and with the Director of LEADS in order that the feedback is acted on appropriately through the ECDP Champions in the Colleges and other appropriate ECDP committees as part of the wider governance of the ECDP programme. The Panel also **recommends** that the review of PSR that is currently underway within Academic Services, gives consideration to how issues relating to broader University initiatives (such as ECDP), but that don't lend themselves to specific recommendations that ASC might follow up on, could be more meaningfully recorded and addressed in future. *[Paragraph 4.4.7]*	Enhancement L&T	Learning and Teaching resources	relevance of PGCAP to Engineering and how to deal with large-scale teaching, peer mentoring/review	Too big a commitment	support ECDP staff and PSR processes
Engineering	There was some uncertainty as to how involved GTAs can be in marking at different levels and the current University policy was considered to be unclear on certain aspects of GTA marking. The Dean of Learning and Teaching expressed a willingness to work with Academic Services to clarify current policy documentation. *[Paragraph 4.4.3]*	Enhancement L&T	Learning and Teaching resources	seek clarity on GTA involvement in marking		supporting GTAs
Veterinary Medicine	Following on from the commendation of the School for its training and support of both Associate Staff and demonstrators, the Review Panel **recommends** that the School consider (within the bounds of available funding) how to make optimum use of such a valuable resource on the BVMS programme, emphasising the 'authentic' value of their insights as experienced practitioners. [Paragraph 4.4.16]	Enhancement L&T	Learning and Teaching resources	staffing	optimal use of Assoicate staff and demonstrators	better use of resources - staff engagement and enhancing student experience
Undergraduate School of Medicine	The SER, Staff survey and at all the PSR meetings with staff, issues with the administrative support for teaching within the School had been highlighted. This was having a significant impact on all staff. The Review Panel **recommends** that the Head of the School of Medicine, Dentistry and Nursing, should work, in consultation with the Head of College, to identify and resolve any issues causing staff turnover and develop and implement a plan to resolve current administrative difficulties in a manner that is resilient to the planned future growth. [Paragraph 4.3.4]. In addition, The Review Panel **recommends** that the UMS develop systems to anticipate and react to sources of stress and pressure, particularly in light of the imminent significant numbers of students. [Paragraph 4.4.9]	Enhancement L&T	Learning and Teaching resources	Supporting Staff	Administrative support	supporting staff
Veterinary Medicine	The Review Panel noted a number of issues relating to Human Resources which were having a significant impact on School staff. These included delay in the recruitment of staff and administrative complexity associated with on-going demonstrator contracts. The Panel **recommends** that guidance on best practice in these matters be explored with MVLS College HR, and with the School of Life Sciences, which the Panel understands to have recently reviewed recruitment practices. [Paragraphs 4.4.6 and 4.4.13]	Enhancement L&T	Learning and Teaching resources	Supporting Staff	Recruitment and HR issues	supporting staff
Politics	in consultation with the Head of School and Head of School Professional Se	Enhancement L&T	Learning and Teaching resources	Supporting Staff	Administrative support	supporting staff
Politics	work in partnership with the College and Human Resources to build upon e	Enhancement L&T	Learning and Teaching resources	supporting staff	clear promotion criteria	supporting staff
Engineering	In view of the pressure on staff to meet their marking obligations, the Review Panel **recommends** that the School should consider using GTAs for marking at pre-Honours, and possibly Honours level where appropriate, with suitable levels of training, supervision and support. *[Paragraph 4.2.5]*	Enhancement L&T	Learning and Teaching resources	supporting staff	Increased use of GTAs	Supporting staff

Engineering	The staff advised that several essential processes required by the University presented challenges. These included the Tier 4 monitoring system for students and GTA recruitment. The staff indicated that although they believe their approaches to be robust, they were aware that each School has developed individual solutions with no means of sharing expertise. The team considered that as the processes and challenges in managing them were not unique to the School of Engineering, and rely on specialised knowledge, that it would be beneficial to approach them more centrally and consistently across the University. The Panel **recommends** that guidance on best practice in these matters be explored with College of Science and Engineering HR, and with the Central Services HR. *[Paragraph 4.4.10]*	Enhancement L&T	Learning and Teaching resources	Tier 4 monitoring and GTA recruitment	Consistent approach across the University	staff support
Engineering	The Review Panel was concerned about the high dropout rate, and whilst recognising the challenges, **recommends** that further consideration be given to the contributory factors and the potential solutions. Specifically, the Panel recommends that the School work closely with Planning and Business Intelligence to undertake an analysis of retention, progression and continuation for Levels 1 and 2 of the kind recently undertaken in Computing Science. *[Paragraph 3.1.4]*	Enhancement L&T	Retention			supporting students
Veterinary Medicine	consolidate its focus on supporting the development of scholarship from recent and on-going curricular developments within the School. The Review Panel heard about a number of areas that could be pursued such as peer teaching (third years working with first years, fourth with second), active learning (perhaps to involve other areas such as the Dental School), and in due course the impact of the counselling support pilot. The School is encouraged to consider the Learning and Teaching Development Fund as a possible source of funding for some of this work, and to consider possible mentorship support for Learning & Teaching staff such as is known to have operated successfully in other areas (e.g. Life Sciences). [Paragraph 4.4.2]	Enhancement L&T	Staff Support and Development			supporting staff
Veterinary Medicine	liaise with LEADS in the first instance, to review the way that staff are supported to engage with training events at Gilmorehill, in particular to explore ways of supporting online participation. [Paragraph 4.4.10]	Enhancement L&T	Staff Support and Development			supporting staff
Veterinary Medicine	A number of issues were raised in relation to the ECDP and PGCAP that do not lend themselves readily to specific recommendations. The Panel therefore **recommends** that the PSR Convener raise this feedback with the ECDP Programme Director (Professor Murray Pittock) and with the Director of LEADS in order that it is acted on appropriately through the ECDP Champions in the Colleges and other appropriate ECDP committees as part of the wider governance of the ECDP programme. [Paragraph 4.4.10]	Enhancement L&T	Staff Support and Development			supporting staff
Engineering	the University review the support models for the TNE students and staff to recognise the different requirements of these institutions to Glasgow and to ensure that these requirements are understood and met. Additionally, the Review Panel recommends that the School review how to achieve wider awareness of TNE partners through representation at key School committees. *[Paragraph 6.4.2]*	Enhancement L&T	support for TNE staff and students	strength partnerships around research and teaching		support for TNE staff and students

Undergraduate School of Medicine	At the staff meeting, it was unclear as to how the whole School community was consulted in relation to learning and teaching strategy and what opportunity was given to have input into decision making. The Review Panel **recommends** that the Undergraduate Medical School reviews communication, engagement and inclusion of all staff to ensure all staff are given an opportunity to contribute to strategy and teaching developments in an open and transparent environment. [Paragraph 4.4.8]	Enhancement L&T	Supporting Staff	contibution to strategy	supporting staff and enhancing staff engagement
Politics	reviews communication, engagement and inclusion of all staff to ensure all Subject staff are given an opportunity to contribute to strategy and teaching developments in an open and transparent environment. [Paragraph 4.1.4]	Enhancement L&T	Supporting Staff	contibution to strategy	supporting staff and enhancing staff engagement
Undergraduate School of Medicine	It was not apparent to the Panel how the Undergraduate Medical School provided feedback or recognised the efforts of facilitators and tutors and therefore the Panel **recommends** that the School provides annual feedback to PBL/CBL/VS facilitators to allow them to improve their practice and to assure them that the value of their contribution is recognised. [Paragraph 4.4.6]	Enhancement L&T	Supporting Staff	feedback to faciliators and tutors	supporting staff
Undergraduate School of Medicine	work with LEADS to consider opportunities for early career staff to undertake scholarship activity and create a sense of identity and community for L&TS staff. [Paragraph 4.4.13]	Enhancement L&T	Supporting Staff	support for early career staff	supporting staff
Politics	efforts be made to provide GTAs with a level of peer assessment and feedback on their teaching performance, with the GTA committee being consulted on potential requirements. [Paragraph 6.4.3]	Enhancement L&T	Supporting staff	supporting GTAs	supporting GTAs
Celtic and Gaelic	consideration be given to recording Gaelic Language classes in order for these to be used as a teaching and study resource. Clarity should also be obtained on the entitlement of students with disabilities to have recordings of classes. *[Paragraph 7.3.1]*	Enhancement L&T	Technology-enhanced Learning and Teaching	lecture recording	Enhancement L&T
Celtic and Gaelic	Head of the School of Humanities, in consultation with the Head of Celtic & Gaelic, liaise with the Convener of the VLE Development Board to:	Enhancement L&T	Technology-enhanced Learning and Teaching	Moodle quizzes	Enhancement L&T
Celtic and Gaelic	IT Services, in consultation with the Heads of Celtic and Gaelic, and the School of Humanities, arranges to install Microsoft Office Scottish Gaelic spell- check language support software on all appropriate student-use university computers, including laptops available to students for loan. *[Paragraph 7.3]*	Enhancement L&T	*Technology-enhanced Learning and Teaching*	Installation of Scottish gaelic spell check	Enhancement L&T
Engineering	there is a general review of the curriculum and teaching approach to address the issues identified in relation to overlapping content, opportunities for more interactive teaching and students' understanding of the material at UGS on an ongoing and formative basis. *[Paragraph 6.2.1]*	Enhancement L&T	TNE Curriculum review		enhancement in L&T
Engineering	a review of the marking process be undertaken to ensure consistency of approach in terms of explaining the grading criteria when providing feedback on assessment. *[Paragraph 6.3.1]*	Enhancement L&T	TNE/Assessment and Feedback	Review of marking process	consistency	enhancing the student experience
Celtic and Gaelic	Head of the College of Arts, together with other relevant staff, gives consideration to providing space which supports the development of Gaelic language and helps foster a sense of community within the Subject in the plans for the new College of Arts accommodation. *[Paragraph. 8.1.1]*	Enhancing the student experience	Accommodation	sense of community	Enhancing the student experience
Veterinary Medicine	reflect on the initial induction information provided to students about the resources available through Moodle and Mahara, as well as the live guidance, to best ensure that students make optimum use of the excellent resources, particularly where these materials are intended to facilitate active learning. [Paragraph 4.1.13]	Enhancing the student experience	clearer and more transparent information at Induction and on Moodle and Mahara		enhancing the student experience

Veterinary Medicine	in the context of the different forms of active learning used within the BVMS curriculum, the School reflect on how best to communicate to students the reasons for, and the benefits arising from, this approach, and whether a more staged introduction of active learning would be appropriate. [Paragraph 4.1.5]	Enhancing the student experience	clearer and more transparent information on active learning - possibly staged introduction			enhancing the student experience
Celtic and Gaelic	the Space Management & Timetabling Team give consideration to accessib	Enhancing the student experience	Equality and Diversity	Accessibility issues		Equality and Diversity
Politics	work with the School, College and Estates and Buildings to address accessib	Enhancing the student experience	Equality and Diversity	Accessibility issues to Adam Smith Building		Equality and diversity
Politics	consider their "trigger warning" process, by which students are notified of potentially sensitive material which will be discussed in a lecture, to ensure that students are given suitable advanced warning to allow them to assess whether they are comfortable in attending. This may include providing details in course handbooks, and reconsideration given to the use of sensitive material in data sets. [Paragraph 5.3]	Enhancing the student experience	Equality and Diversity	trigger warning process		enhancing the student experience
Politics	take steps to address the perceived lack of awareness amongst UG students of the Student-Staff Liaison Committee, including the methods of communication used to make students aware of the process, and how contact details of class representatives are advertised. [Paragraph 5.4]	Enhancing the student experience	Feedback mechanisms	increase awareness of SSLC and processes	enhancing the student experience	enhancing the student experience
Politics	provides summary response documents to course evaluation questionnaire	Enhancing the student experience	Feedback mechanisms	obligatory student feedback mechanism on course evaluation	enhancing the student experience	enhancing the student experience
Engineering	At the meeting with students, it was confirmed that staff responded informally to student feedback via email. However, there were no student summary response documents to course evaluation questionnaires, a requirement of the University's Course Evaluation policy. The Review Panel **recommends** that the Subject provides summary response documents to course evaluation questionnaires and that these are placed on course Moodle pages as well as provided to SSLCs. [*Paragraph 3.4.3*]	Enhancing the student experience	Feedback mechanisms	obligatory student feedback mechanism on course evaluation	enhancing the student experience	enhancing the student experience
Engineering	review the SSLC process in consultation with the SRC Sabbatical Officers/President to ensure sufficient dialogue and feedback between staff and students and to engage the wider student population in the process. [*Paragraph 3.4.1*]	Enhancing the student experience	Feedback mechanisms	review the SSLC process		improved feedback mechanisms to engage students and enhance experience
Veterinary Medicine	the difficulties associated with enrolments that fall outwith standard semester times and the roll-over of timetabling at Garscube be explored with the Digital Experience Unit. [Paragraph 4.4.5]	Enhancing the student experience	more flexible enrolment processes			enhancing the student experience
Celtic and Gaelic	liaise with the Dean of Research in the College of Arts, to examine ways in which the Subject can raise greater awareness of staff research interests among all students undertaking its programmes and thus enhance their learning experience. *[Paragraph 5.1]*	Enhancing the student experience	Research-led teaching			enhancing the student experience
Engineering	works with the student body to enhance visibility of the formal elements of, and improve engagement with, the Advisory System and in particular, the first meeting with Advisers of Studies in order to identify those students who may need to withdraw or transfer at an early stage. *[Paragraph 3.3.3]*	Enhancing the student experience	Student Support	improve engagement with the Advisory System		supporting students

Undergraduate School of Medicine	engage with the student body to determine more effective ways to signpost the support provided, including how and when to access the different kinds of support and to improve student confidence in doing so. Information should be included in the Student Handbooks which should also signpost University-wide Support Services. [Paragraph 3.3.4]. In addition, the Review Panel **recommends** that the Undergraduate Medical School considers training for Advisers' of Studies to address concerns of inconsistency. [Paragraph 3.3.2]	Enhancing the student experience	Student Support mechanisms	clearer and more transparent signposting of support available	supporting students
Undergraduate School of Medicine	consider further what could be done during induction to support students in their preparation for independent learning. [Paragraph 3.3.6]	Enhancing the student experience	Student Support mechanisms	support during induction	supporting students
Veterinary Medicine	The Panel heard that plans were in train for the introduction, on a pilot basis, of specialised counselling support at Garscube from the beginning of the 2019-20 session. The Review Panel **recommends** that the School reflect carefully on how to encourage and facilitate students' use of this resource (noting the intensive timetabling of teaching during the day) while also promoting complementary resources such as the on-line Big White Wall. Noting that the counselling support was to be introduced on a pilot basis, it would also be important to consider at an early stage how (in conjunction with Student and Academic Services) to evaluate its success. [Paragraph 3.3.4]	Enhancing the student experience	Student Support mechanisms		supporting students
Part of 48 above	(i) establish the level of access to Moodle Quiz materials currently provided to students and staff in the Subject; and (ii) ensure that students in the Subject be afforded access to previous years' Moodle Quiz materials. *[Paragraph 7.4]*			