

UNIVERSITY OF GLASGOW

Academic Standards Committee – Thursday 21 May 2015

Periodic Subject Review: Responses to the Recommendations Arising from the Review of Economic and Social History held on 23 and 24 January 2014

Mrs C Omand, Senate Office

Summary

ESH welcomes the Final Report of the 2013-14 PSR, which highly commended our practices and procedures in teaching and learning.

Key Strengths

The emphasis on the high value feedback to students within our UG and PGT programmes was particularly welcome. Our commitment to student support and clarity in teaching and learning was noted in the emphasis on our success in communicating ILOs. Furthermore, we were very pleased to see the invaluable contribution of the administrative members of our team emphasised.

Recommendations

The report made recommendations in four areas. We are pleased to report significant developments in each of these since the PSR visit in January 2014.

Recommendation 1

The Review Panel **recommends** that Economic and Social History investigates opportunities to work closely with RIO, the School of Social and Political Sciences and the College of Social Sciences to increase the recruitment of Undergraduate and Postgraduate Home and International students and to increase awareness of the subject. *[paragraph 3.5.2]*

For information: Head of College

For information: Head of School

For the attention of: Head of Subject

Response:

An update on student numbers is provided in Table 1. Recruitment efforts have been initiated in all areas of UG and PGT provision, in collaboration with colleagues in RIO and COSS, and are summarised here.

Table 1 | Student Numbers, 2013-14 and 2014-15

Course	Headcount, 2013-14	Headcount, 2014-15
ESH 1A (20 credits)	194	219
ESH 1B(20 credits)	202	220
ESH 2A (20 credits)	82	100
ESH 2B (20 credits)	78	102
ESH, Level 3	1	0
ESH Junior Honours Joint	19	16
ESH Junior Honours Single	11	13
ESH Senior Honours Joint	13	15
ESH Senior Honours Single	18	9
Undergraduate Total	618	694
MSc Global Economy	5	29
MSc History/History of Medicine	8	8*

*enrolled on ESH 5020

Postgraduate Taught

- a) Within the Global Economy MSc the significant increase in enrolment reflects closer collaboration with RIO and COSS colleagues, to convert applications to confirmed acceptances, although roughly half of the increase was a 'windfall', consisting of MSc Management applicants whose English language proficiency scores fell marginally below the high threshold stipulated for MSc Management entry. Admitting these students to the Global Economy MSc was a calculated gamble that has fully paid off: within our highly supportive environment the performance of this cohort is at the same level as the class as a whole. Looking ahead to 2015-16 recruitment will be pursued through continued collaboration with colleagues in RIO and COSS, and by actively maintaining a programme of curriculum diversification, with new courses in train that will enhance the student experience
- b) Erasmus collaboration with partner universities in Rotterdam and Barcelona is underway, with an intended start date for a new MSc in 2016-17. This will use components of the Global Economy as building block, as will a joint 2-year MSc programme being developed with Kyoto University, also intended to commence in 2016-17
- c) ESH contribution to the University's joint MSc in International Relations with Nankai University has been confirmed and will commence in 2015-16
- d) ESH has maintained its effort in raising the profile of History of Medicine across various PGT programmes, and the profile of Gender History within the College of Arts History PGT programmes
- e) ESH has increased its contribution within COSS to the various MSc Management programmes, as indicated in Table 2. It is clear that ESH contributions in this area are valuable to the student experience, and contribute indirectly to the consolidation of future recruitment.

Table 2 | Student Numbers in Courses taught within MSc Management programmes, 2013-14 and 2014-15

Course	Headcount, 2013-14	Headcount, 2014-15
Managing Across Cultures and Comparative Management (MGT5052)	85	219
American Business Environment (ESH5001)	Did not run	20
European Business Environment (ESH5023)	36	68
Managing Innovation and Technological Transfer (ESH5015)	Did not run	17
Organisational Misbehaviour (ESH5050)	23	25
Total Headcount	144	349

Undergraduate

- a) ESH has continued to participate energetically in all University activities, including Open and Applicants' Visit Days; in June 2015 ESH will participate in the COSS Teachers' Conference
- b) The Head of Subject worked with RIO and COSS to contact directly every new entrant to the MA Soc Sci programme in August 2014, raising the profile of subject and Level 1 provision. This contributed to increased 1A and 1B numbers, and similar practice will be pursued in the summer of 2015
- c) ESH has actively participated in diversification of School under-graduate provision, with the establishment of Badged Quants degrees within the MA Soc Sci programme. These will run from 2015-16 offering students an MA Soc Sci Degree in ESH with Quants
- d) Increased 2A and 2B numbers should be noted. Effort has been concentrated here in two areas: modifying seminar components to demonstrate more clearly the connections between economic and social developments, to illuminate the relevance of the subject more sharply (the two largest Plan cohorts in addition to the ESH Plan cohort are from Business & Management, and History); and making provision for one-to-one advice to students whose exam performance lowered their overall performance by one primary grade, with the goal of increasing the size of the cohort which is eligible for Honours study
- e) Honours recruitment remains a challenge. Effort has been concentrated on enhancing the 2015-16 curriculum, widening provision and choice through new courses and the greater use of paired teaching. Recruitment effort has also been stepped up, with the innovation of an Honours taster session in March, attended by 25 potential ESH Honours students, which consisted of an overview plus breakout sessions emphasising skills cultivated in the Honours programme as well as curriculum content

Recommendation 2

The Review Panel **recommends** Economic and Social History provides comprehensive support to GTAs to include specific guidance on feedback on assessments and the management of workloads to GTAs. *[paragraph 3.3.2.]*

For the attention of: Head of Subject

Response:

Level 1 and 2 course coordinators hold team meetings with GTAs at the start of each semester to discuss a variety of relevant matters. Convenors hold subsequent team or one-to-one meetings as matters arise in the conduct of the courses. GTAs engage with the Subject Area's learning and teaching activities more broadly through one of their number attending in representational capacity the Subject meetings, and the SSLC meetings. GTAs discuss their marking and feedback of student assessments with the course coordinators, who provide a moderation role in this assessment.

Recommendation 3

The Review Panel **recommends** Economic and Social History ensure that all GTAs have attended the GTA Statutory Training provided by the Learning and Teaching Centre before carrying out any assessment tasks. *[paragraph 3.3.2.]*

For the attention of: Head of Subject

Response:

Clear guidelines on training are issued to all ESH GTAs in advance of their assumption of duties, including the stipulation that all new GTAs enrol for and complete the centrally-run training sessions. In 2014-15 all Level 1 and 2 GTAs attended this training, or had already done so in previous sessions.

Recommendation 4

The Review Panel **recommends** that Economic and Social History ensures that the SSLC meetings are clearly documented with, actions directed to individuals responsible and progress or conclusions noted at the next meeting. *[paragraph 5.1.1]*

For the attention of: Head of Subject

Response:

It was decided that this recommendation would best be met if the Subject Area Learning and Teaching officer took the role of convening this committee. This revised arrangement was established at the beginning of the current academic year, and has ensured that the meetings are appropriately minuted, with action points clearly communicated and progressed between meetings.