![University of Glasgow logo]

Periodic Subject Review (PSR)

Review of the Dental School held on 17 March 2016

Report Summary

The following is a brief summary of the full report of the review carried out in the subject area of the Dental School. *Periodic Subject Review* is an internal subject review focused on the quality of provision as experienced by students. The review looks at the range of programmes, course content, the teaching methods employed, assessment, facilities and much more.

The full report of the review is available publicly at:

http://www.gla.ac.uk/media/media_484830_en.pdf

Further information about the PSR process can be found at:

http://www.gla.ac.uk/services/senateoffice/qea/periodicsubjectreview/

Italicised words are explained in a glossary below.

Conclusions

The Review Panel guided by the views of the External Subject Specialist confirmed that, at the time of the Review, programmes offered by the Dental School were current and valid in light of developing knowledge in the discipline, and of practice in its application.

The Panel was extremely impressed with the dedication and enthusiasm of the committed, skilled staff and with the firm focus on excellence in teaching and support for students. The Panel considered the Dental School to be among the best Units reviewed by Panel members in terms of their provision in areas including teaching, student rapport and feedback. The student groups were enthusiastic and positive, and a credit to the School.

The School demonstrated a number of strengths, as well as an awareness of the areas requiring improvement. The most substantive of these are reflected in the commendations and recommendations below.

Key Strengths (Commendations) [1]

Enhancing the Student Experience: Supporting Students in their learning

- Creating the strong sense of community for students and staff. [Paragraph 4.3.5]

- The high level of support provided to students and, in particular, the Dental School Student Support Group. [Paragraph 4.3.1]

- The mentoring system as an invaluable element in developing student life skills. [Paragraph 4.3.2]

- The elective programme offered students an invaluable opportunity for extracurricular activities and the development work undertaken on their elective programme. [Paragraph 5.1.1.5]

- The establishment of the Professionalism and Ethics Study Club – All Years (PESCAY), which brought staff and students together for the discussion of current aspects of ethics and professionalism. [Paragraph 4.2.1]

- Participation and proactive approach to *Widening Participation*. [Paragraph 4.1.3]

Enhancement in Learning and Teaching: Use of technology and innovation

- The proactive approach of staff in enhancing the student experience through the development of technology. [Paragraph 5.1.3.1.]

- The innovative use of the *Flipped Classroom* development. [Paragraph 5.1.3.2]

Enhancement in Learning and Teaching: Assessment and Feedback

- The process of constructive alignment against GDC *ILOs* was exemplary and commends the Dental School for this work and supports plans to extend *assessment blueprinting* to PGT programmes.[Paragraph 5.1.2.1.]

- The *assessment blueprinting* was an excellent model of good practice.[Paragraph 5.1.4.2]

Areas to be improved or enhanced

Enhancement in Learning and Teaching: Use of technology and innovation

- Reflects on other methods of encouraging staff to fully engage with, and to utilise, the 3D model. [Paragraph 5.1.3.4]

- The participation of the very active members on the College Technology Enhanced Learning and Teaching group. In order to provide additional support to enable further development and full utilisation of these innovations, the Review Panel recommends that the Dental School discuss how best to build on this good practice. [Paragraph 5.1.3.5]

Enhancement in Learning and Teaching: Assessment and Feedback

---

[1] Numbers refer to the paragraphs in the full report that contain the relevant discussion.

- Whilst the postgraduate students were generally appreciative of the feedback provided they commented on some inconsistencies particularly in relation to core courses and expressed a preference for written feedback instead of verbal feedback. The Panel recommends that the Dental School review the current method of providing feedback to postgraduate students. [Paragraph 5.1.5.3]

Enhancing the Student Experience: Supporting students

- Undertake steps to ensure that the postgraduate students are made aware of the formal processes for student representation. [Paragraph 4.5.3]

Enhancement in Learning and Teaching: Resources - staffing

- The Panel noted, from the *SER*, that the School of Medicine and School of Life Sciences were working to address the shortfall in Life Sciences subject specialist staff through the University Planning and Budgeting round to bid for staffing resources. The Panel would hope that this issue will be resolved in the near future and recommends that an update report be submitted on the status of life sciences teaching within the Dental School. [Paragraph 5.3.1]

- Consult with College HR regarding whether it would appropriate to include the mentoring role in the relevant Management Professional and Administrative (MPA) job descriptions, in order for staff to continue in the role. The School should also clarify to students the non-clinical nature of mentoring, whether provided by MPA or academic staff. [Paragraph 4.3.3]

- The Dental School and School of Medicine review support mechanisms for the mentoring programme to ensure that the difficulties identified with regard to leadership and training are addressed. [Paragraph 4.3.4]

Context and Strategy

Range of Provision

- Where possible, explore existing links for potential to extend current provision and build a wider postgraduate portfolio. [Paragraph 4.1.9]

- The College and School of Medicine, in conjunction with the Dental School should, in reviewing new and current programmes, balance potential income against competing demands upon staff resources. [Paragraph 4.1.5]

Academic Governance

- In order to safeguard and secure the excellent work undertaken by the Dental School, the Review Panel recommends that discussions take place with the School of Medicine and College to clarify reporting structures in order to minimise overlap, to avoid issues in Dentistry being overlooked and to improve communication between committees in the Dental School and those in the College and School of Medicine. [Paragraph 3.1.5]

- Engage in succession planning to ensure continuity of leadership. [Paragraph 3.1.6]

- The College, School of Medicine and the Dental School continue to engage with *Student Lifecycle Support and Development* to discuss the Dental School's current systems with a view to identifying, where possible, methods to improve compatibility and integration with the University systems. [Paragraph 5.2.5]

Glossary

Assessment blueprinting

Assessment blueprinting is a process of looking at the assessment in each course, in terms of the whole programme and assessment in other courses. The process aims to ensure programmes fulfil a range of requirements in terms of aims and outcomes, whilst reducing teaching and assessment overloads (for both staff and for students), making teaching and assessment more effective overall.

Flipped Classroom

Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers.

Intended Learning Outcomes or ILOs

Intended Learning Outcomes or ILOs describe what all students should be able to do or demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes when they successfully complete the course or programme that the ILOs relate to.

Periodic Subject Review or PSR

The University has a six yearly cycle of review of the Subjects/Schools within it. The PSR is one of the main ways by which the University assures itself of the quality of the provision delivered by Subjects/Schools.

Self Evaluation Report (SER)

A Self Evaluation Report is a document prepared by the Subject(s)/School in advance of a PSR Review. Its purpose is to provide the Review Panel with an insight into the Subject(s)/School's view of itself, its strengths and areas it would wish to develop. It is normally prepared by the Head of School in conjunction with other staff but students should also be offered the opportunity to comment on whether or not it reflects the Subject(s)/School they know.

Student Lifecycle Support and Development

The SLSD team is responsible for the maintenance and development of MyCampus. It also provides support to staff in the use of MyCampus through formal and informal training, production of user guidance and responding to individual support requests. The team engages with users throughout the University in relation to all aspects of development and use of the system, seeking continuous improvement and, by exploiting the functionality offered by MyCampus, to maximise the return on investment.

Widening Access or Widening Participation

The objective of widening participation is to develop, implement, co-ordinate and monitor initiatives which further: the increased recruitment of students to Higher Education from those areas and groups where there is low participation; the provision of educational support for all students once they have entered the University in order to improve student retention and to facilitate the successful completion of students' programmes of study; and the flexible provision of learning opportunities. More information can be found at the Widening Participation at Glasgow website. http://www.gla.ac.uk/wideningparticipation/.