



Periodic Subject Review (PSR)

Review of Nursing and Health Care held on 4 and 5 December 2013

Report Summary

The following is a brief summary of the full report of the review carried out in the subject area of Nursing and Health Care. *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_357280_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 Panel was impressed with the dedication and enthusiasm of the staff and students, and with the firm focus on person-centred care and readiness for entry to the profession. The student group 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 recommendations below.

Key Strengths

Assuring and Enhancing the Quality of the Students' Learning Experience

- The commitment of staff to ensuring the student experience is high quality and engaging [Section 6.1]

Student Progression, Retention and Support

- Good student support mechanisms, with helpful, approachable staff [Section 4.6.6]

Assessment, Feedback and Achievement

- The use of innovative assessment methods, such as the use of *Peerwise* and *Aropä* [Section 4.3.3]

Curriculum Design, Development and Content

- The commitment to excellent teaching and the willingness of staff to quickly adapt their teaching based on student feedback [Sections 4.4.4 & 4.7.1]

Resources for Learning and Teaching

- Resourcefulness with regard to use of space, such as the Simulated Clinical Skills room and the planned Dementia Skills room [Section 4.8.3]

Student Recruitment

- The inclusion of a student representative on student recruitment panels for the BN(Hons) degree [Section 4.5.1]

Intended Learning Outcomes (ILOs)

- The clarity of *Intended Learning Outcomes* and their relevance throughout the programmes [Section 4.2.3]

Areas for Improvement

Assessment, Feedback and Achievement

- Clarify with both students and mentors the nature and timing of mentor feedback, in order that students and mentors understand clearly what is to be expected [Item 4.3.6]. Produce a feedback policy focusing on managing students' expectations, and clarifying what constitutes feedback [Section 4.3.8].

The Quality of Learning Opportunities

- Encourage Glasgow Caledonian University (GCU) to liaise with NHS partners in order to ensure placement arrangements are in place as early as possible, giving students the opportunity to research the placement in advance and gain an enhanced experience [Section 4.7.3].

Student Progression, Retention and Support

- Students to be given full information about the benefits of progressing to Honours as early as possible, perhaps by inviting past Honours graduates to speak to students [Section 4.6.2].

Assuring and Enhancing the Quality of the Students' Learning Experience

- Review the content of their Handbooks to ensure information is up to date, and that a robust review procedure for Handbooks is implemented to ensure these are properly maintained [Section 6.8].
- Offer opportunities for student members to chair meetings of the *Staff/Student Liaison Committee*, in line with University policy [Section 6.4].

Resources for Learning and Teaching

- Explore ways of utilising research students in teaching, demonstration and assessment, in order to develop the role and assist in relieving workload issues within the School [Section 4.8.5].
- Continue to develop its strategy for the coherent involvement of users and carers, exploring additional ways of involving them and ensuring that participants are reimbursed for any expense incurred in taking part [Section 4.8.8].
- Take steps to ensure that the policy of reduced workloads for *probationary staff* is adhered to, for example, through seeking resource for an additional appointment or more effective use of research students [Section 4.8.7].
- Those on hourly-paid or atypical worker contracts be invited to attend relevant meetings within the School, including Examination Boards, Undergraduate Teaching Committee and any other meeting relevant to their roles, in order to improve integration with other staff. Other areas of activity that might assist in this regard should also be identified. [Section 4.8.6].
- Undergraduate Medical School Administration be asked to negotiate access to the Wolfson Medical School facilities for Nursing annually, to accommodate the seven sessions required by Bachelor of Nursing students [Section 4.8.4].

Overall aims of the School's provision and how it supports the University Strategic Plan

- Give consideration to how it might alter its range of provision, in order to strengthen its resilience to changes in undergraduate provision beyond the University's control [Section 3].
- College give consideration to demonstrating commitment externally about the sustainability of the School, such as publicising 'good news' messages about the School to external audiences, in order to alleviate any perception of uncertainty surrounding the School's future and its provision [Section 3].

Student Recruitment

- Seek to reduce the burden of processing over 800 applications by seeking support from the *Recruitment and International Office* in the task of filtering applications that do not meet the minimum entry requirement [Section 4.5.1].

Glossary of terms/acronyms used

Aropä

A software programme that enables students to peer review scientific written work.

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.

PeerWise

Peerwise enables online submission of students' work which provided a very specific peer review functionality that required students to compose multiple choice questions based on their course.

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.

Probationary Staff

Lecturers/Teachers, on appointment are required to serve a period of probation to ensure that a new lecturer/teacher has an opportunity of familiarising him or herself with the academic environment; it also provides the University with an opportunity of ensuring that the lecturer/teacher is capable of undertaking the work for which he or she has been employed.

Recruitment and International Office (RIO)

The Recruitment and International Office (RIO) provides applicants, parents and teachers with a single point of contact for information and advice on the range of programmes available at the University of Glasgow. The Service also develop, implement, co-ordinate and monitors widening participation initiatives within the University and with other partners. The Recruitment and International Office (RIO) is situated in the Fraser Building.

Staff:Student Liaison Committee or SSLCs

Staff:Student Liaison Committees are Subject/School committees which provide a formal opportunity for Student Representatives to discuss matters with, and give feedback to their subject area.