



## Periodic Subject Review (PSR)

### Review of Management held on 9 March 2018

#### Report Summary

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The following is a brief summary of the full report of the review carried out in the subject area of Management. *Periodic Subject Review (PSR)* 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:

[https://www.gla.ac.uk/media/media\\_613785\\_en.pdf](https://www.gla.ac.uk/media/media_613785_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.

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#### Conclusions

The Panel was impressed by the reflectiveness and professionalism of the *Self Evaluation Report (SER)*. It was clear that there were issues with diversity and large class sizes which the School was working to resolve. The Subject should ensure that its vision in relation to learning and teaching was reflected in the campus redevelopment ensuring all staff have an opportunity to be actively involved in helping to develop and shape these plans.

The Subject was concerned about fragmentation as a result of the competing needs of the different accreditation bodies. However, the work undertaken has resulted in a Subject which has a keen awareness of what it is required to do to ensure continued success.

One such requirement is the review of the Glasgow MBA which is being undertaken at present (the Subject itself acknowledges that it is the programme that requires 'most attention'). Although the MBA is in the top 2% in the world (as a result of being accredited by AMBA), it is not as strong as the rest of the Subject's portfolio.

The Panel thought there was evidence of very robust, detailed processes for managing the administration of teaching, for engaging students, and for reflecting on and responding to evaluation. In fact, this seems to be a particular strength and students seem to feel that their

voice is being heard and making a difference both to the curriculum and informal community activities.

Issues identified by the Subject included *Postgraduate Taught (PGT)* over-recruitment and limited diversity and the challenges this presented in terms of teaching and potentially negative impact on the overall student experience. The Panel welcomed current efforts to address this.

Overall, despite challenges, the Panel considered the Subject to be in a strong position to address future educational needs ensuring provision meet requirements.

### **Commendations, Key Strengths and Good Practice<sup>1</sup>**

Commendations are practices identified as innovative and exemplary activities for potentially wider dissemination.

#### **Enhancing the Student Experience: Supporting Students in their Learning**

- The growing emphasis on enhancing the range of new experiential courses and other mechanisms aimed to enhance business engagement. [Paragraph 3.3.4]
- The clear efforts to establish a student community to ensure students feel welcome and engaged. [Paragraph 3.4.5]

#### **Enhancement of Learning and Teaching: Assessment and Feedback**

- The Subject's attempts to ensure timely assessment and feedback via the use of various innovations (for example, marking rubrics, mid-term student evaluations). [Paragraph 4.2.2]

#### **Strategic Approach to Enhancing Learning and Teaching**

- The approach to obtaining/maintaining *accreditation* despite the competing requirements of the accreditation bodies. [Paragraph 2.4.4]

#### **Enhancing the Student Experience: Equality and Diversity**

- The attempts to redress the low number of students from deprived backgrounds by employing a widening participation tutor and a *widening participation Graduate Teaching Assistant (GTA)*. [Paragraph 3.2.4]

#### **Self Evaluation Report (SER)**

- The clear identification of its challenges in the *SER* and attempts to find innovative ways to address these. [Paragraph 1.4]

The Review Panel identified the following key strengths and areas of good practice.

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<sup>1</sup> Numbers refer to the paragraphs in the full report that contain the relevant discussion.

### **Supporting Students in their Learning: Undergraduate students**

- A real commitment to supporting students. The range of initiatives which aimed to help foster a sense of belonging and inclusivity amongst the student body was considered impressive

### **Supporting Students in their Learning: Student feedback mechanisms**

- Feedback mechanisms adopted and responsiveness to student feedback to inform curriculum development
- Good communications with the student population

### **Strategic Approach to Enhancing Learning and Teaching**

- The achievement of triple accreditation
- High level of *internationalisation*

### **Enhancement in Learning and Teaching: Staff support**

- Support provided to staff on the *Learning, Teaching and Scholarship (LTS) track* and sharing of best practice in the 'Convocations'

The Review Panel identified the following areas for improvement.

- The lack of diversity of the student population
- Over reliance on *GTA* and adjunct staff
- Delivering and supporting external engagement strategy
- A shared/common vision for campus redevelopment

### **Areas to be improved or enhanced**

The Review Panel made a number of recommendations where it identified opportunities for further enhancement. The Head of Subject commented that the review had been timely given the Subject's recent transition and that the recommendations would enable the Subject's strategic objectives.

### **Enhancing the Student Experience: Student Engagement**

- The Review Panel recognises the difficulties involved in teaching large classes and recommends that, with the support of the *Learning Enhancement and Academic Development Service (LEADS)*, the Subject establishes internal mechanisms to develop the capabilities of staff to make greater and more systematic use of effective approaches, including those that are technologically enabled, to the teaching of large classes. [Paragraph 3.4.1]

### **Enhancement in Learning and Teaching: Assessment and Feedback**

- Review feedback, assessment and marking procedures in order to ensure consistency and timeliness of approach. [Paragraph 4.2.3]

### **Enhancement in Learning and Teaching: Resources for Learning and Teaching**

- Conduct a thorough review of its approach to employing and supporting Graduate Teaching Assistants and adjunct staff drawing, where appropriate, on best practice elsewhere in the University. [Paragraphs 4.3.1 and 4.3.11-13]

### **Enhancing the Student Experience: Equality and Diversity**

- Consider how they address the additional support needs of disabled students and should report back to *Academic Standards Committee* on the range of support provided. [Paragraph 3.2.3]

### **Strategic Approach to Enhancing Learning and Teaching**

- More emphasis on progressing its External Engagement Strategy in order to enhance its learning and teaching provision. The Panel recognises the work already undertaken but considers that more progress needs to be made to ensure the subject continues to deliver an excellent student experience and remains competitive with its peers in this respect. [Paragraph 2.4.5]
- Whilst the Panel welcomes the creation of the new role of Director of Learning and Teaching in the School, it highlights that this alone will not be enough to ensure that the School delivers on the key objectives and desired cultural change that are central to its Learning and Teaching strategy. With this in mind, the School should review the authority this post will have to deliver change, how it will be supported, its linkages to other key leadership roles in relation to teaching and the *FTE weighting* which it carries. [Paragraph 2.4.6]
- The Panel recognises the value of the convocations that have been initiated for staff on LTS contracts but recommends that, while maintaining their integrity, these could occasionally take the form of best practice sharing sessions that include staff on Research and Teaching (R&T) contracts. [Paragraph 2.4.8]

### **Enhancing the Student Experience: Supporting Students in their Learning**

- The SER states that it is hoped that *Glasgow International College (GIC)* will introduce additional group working, presentational skills and 'applying critical scrutiny' classes so that students can experience a smoother transition. The Panel considers that such efforts are crucial and that they should be prioritised. [Paragraph 3.3.2]

### **Enhancement in Learning and Teaching: Learning and Teaching Space**

- Liaise and consult further with staff to ensure that all staff - particularly in view of the considerable opportunities to define teaching provision resulting from campus redevelopment - have a shared understanding of the work that needs to be done to develop thinking in relation to the new building and that they support the vision for the Subject's future. [Paragraph 4.3.3]

## *Glossary*

### **Academic Standards Committee (ASC)**

The Academic Standards Committee is a sub-committee of Education Policy and Strategy Committee (EdPSC), a key functional committee of the University. The role of the Academic Standards Committee (ASC) is to assist EdPSC in its implementation of the University's Learning and Teaching Strategy, through assurance and enhancement of the quality of educational provision and through maintenance of standards. ASC reports to EdPSC, and also approves proposals for undergraduate and postgraduate taught degree programmes on behalf of EdPSC and Senate.

### **Accreditation**

Accreditation is a 'seal of approval' given to a programme by a professional body, association or other organisation. It has potential benefits for students, such as a recognised fast-track route for graduates seeking professional status or exemption from certain professional examinations.

### **Full Time Equivalent (FTE)**

An FTE is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by **full-time employees**.

### **Glasgow International College (GIC)**

The College offers a foundation education with a range of Foundation Certificates, a Diploma and Pre-Masters academic preparation courses for **international** foundation education students looking to progress to the University of Glasgow. On completion, students are guaranteed progression to a higher education at university. The College is a partnership between [Kaplan International Colleges](#) and the University of Glasgow.

<http://glaic.org.uk/Pages/index.aspx>

### **Graduate Teaching Assistant or GTAs**

Graduate Teaching Assistants, Tutors and Laboratory Demonstrators are students, usually research students, who assist with teaching in the form of tutorials, labs and other activities that are part of undergraduate programmes in the subject/school. They are paid an hourly rate by the University.

### **Internationalisation**

Internationalisation is a key strategic priority for the University. The University's Internationalisation Strategy contains six interconnected themes aimed at enhancing the global reach and reputation of the University (student experience, research and knowledge transfer, partnerships, alumni, local engagement and staff).

### **Learning Enhancement and Academic Development Service (LEADS)**

LEADS is a University Service whose role is to 'help implement and develop the University's Learning and Teaching strategy, identify, assess and disseminate new developments and good practice which serve to enhance the student learning experience, and will work with colleagues throughout the University to bring about change'.

### **Learning and Teaching/Teaching and Research track**

Job Family Profiles provide the platform from which the locus and nature of particular job roles within the University are determined. Some roles will be more orientated towards research, while others will concentrate on teaching, learning and scholarly activity.

### **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.

### **Postgraduate Taught or PGT**

Postgraduate Taught refers to taught programmes at postgraduate level, usually Masters.

### **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.

### **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 <http://www.gla.ac.uk/wideningparticipation/>.