

School of Veterinary Medicine response to the Periodic Subject Review

T. James Anderson, Associate Head of School (Learning, Teaching and Assessment)

2nd March 2020

Responding to the PSR:

The Periodic Subject review was undertaken in February 2019 and discussed at the Academic Standards Committee in May 2019.

The report identified 7 commendations and 14 recommendations. The recommendations were grouped into four themes:

- Curriculum (recommendations 1 and 2)
- Learning and teaching resources (recommendations 3 to 8)
- Support (recommendation 9)
- Staff support and development (recommendations 10 to 14)

These were directed to:

- Head of School (1-4, 7-11, 14)
- Director of IT (5)
- Assistant VP L&T (6, 12)
- Senate Office (13)

Within the SoVM the responsibility for responding to the recommendations was delegated:

- BVMS programme lead and programme board (1, 2, 6, 7, 9 and 10)
- Head of Administration and Undergraduate School Manager (3 and 14)
- Garscube Information Services Committee (4)
- Associate Head of School (learning, teaching and assessment) (8 and 11)

The BVMS programme leader organised a series of student and staff engagement sessions concerning 1, 2, 7, 8 and 9 during the first semester of academic session 2019 -2020.

The responses to the PSR were discussed by the SoVM Learning and Teaching and Staff Student Liaison committees in the week of 24-28th February 2020.

School of Veterinary Medicine Periodic subject review 2019

Update on response to recommendations March 2020

T. James Anderson, Associate Head of School (Learning, Teaching and Assessment)

BVMS Programme board responses

Recommendations 1, 2, 7, 8 and 9

Recommendation number and responsibility	Recommendation	Actions undertaken by BVMS Programme Board and others
1 Head of School Delegate BVMS programme board	The Panel recommends that, 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]	<ul style="list-style-type: none"> • A dedicated active learning (AL) group has been created to liaise with LEADS and to develop/gather online explanatory resources for students and staff and support staff in using technology. • Updating of Moodle layout and timetable labelling to give clear and consistent signposting of AL throughout the BVMS programme is completed. • AL group represented on Programme Board.
2 Head of School Delegate	The Panel recommends that the School consider how best to articulate to BVMS students the value and purpose of the	<ul style="list-style-type: none"> • Panel/alumni sessions to be introduced into BVMS 1 & BVMS 3 to highlight relevance and importance of reflective practice and portfolio in academic session 2020 - 2021. • Portfolio workshops (current session) and induction materials for academic session 2020-2021 updated to clearly describe the role of portfolio in the BVMS programme as an independent piece of work related to SQCF level 11.

BVMS programme board	<p>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]</p>	<ul style="list-style-type: none"> • Introduction of a new Continuous Assessment Task to BVMS 3 focused on developing and assessing reflection (academic session 2020 – 2021) • Current assessment review currently considering the contribution of the Professional Portfolio in the BVMS assessment scheme • Portfolio assessors group have reviewed portfolio templates and assessment criteria for 2020/21 to streamline/standardise portfolio format and reduce emphasis on formatting in the assessment process.
<p>7 Head of School</p> <p>Delegate BVMS programme board</p>	<p>The Panel recommends that the School 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]</p>	<ul style="list-style-type: none"> • Once per Semester meetings between GUVMA reps and BVMS programme Team have been instigated. The staff member point of contact is Cameron Beattie, Student Support Officer. • BVMS Foundation phase team to review induction materials for academic session 2020 - 2021, focusing on non-academic checklist (e.g. banking, finding accommodation, moving to Glasgow). • BVMS Phase leader team have contacted LEADS to elicit input into enhancing existing programme of learning and assessment literacy throughout the BVMS programme (assessment literacy sessions introduced into BVMS 1 in current session).

<p>8 Head of School</p> <p>Delegate BVMS programme board</p>	<p>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]</p>	<ul style="list-style-type: none"> • BVMS programme board are of the opinion that creating an larger network with good communication with the BVMS programme team would facilitate engagement with the profession and promulgate the opportunities for external contribution to the suite of external contact opportunities related to the BVMS programme (e.g. DOPs, OSCE and Professional portfolio assessment; specialist teaching; Professional phase careers fair) • UoG platform 'The Network' has a "Vet Group" under development with Alumni Office to engage with recent graduates (class of 2019 intially). Other groups to be added in future. • The Vet Group Network will require a point of local point of contact; to be established once Vet Group Network thought to be established.
<p>9 Head of School</p> <p>Delegate BVMS programme board</p>	<p>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</p>	<ul style="list-style-type: none"> • A new Student Support Officer Cameron Beattie was appointed to the SoVM in session 2019 – 2020. Cameron is based at Garscube part time. • BVMS programme board are working with Cameron and the student support team to raise awareness of his role and other resources available • CaPS to provide enhanced over the phone services (date to be confirmed in semester 2 academic session 2019 – 2020) • Cameron Beattie and student support team to collect feedback/service use statistics according to accepted best practice in this area. • Cameron Beattie to work with staff and student groups to develop and promote wellbeing resources. • CaPS to provide a trial Wednesday afternoon session at Garscube (date to be confirmed in semester 2 academic session 2019 – 2020) with support for registered students and drop in appointments (3 clinical hours)

	<p>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.</p> <p>[Paragraph 3.3.4]</p>	
--	--	--

Head of Administration and Undergraduate School Manager

Recommendations 3 and 14

Recommendation number and responsibility	Recommendation	Response
<p>3</p> <p>Head of School</p> <p>Delegate</p> <p>Head of Administration and UGS manager</p>	<p>The Review Panel formed the view that 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</p>	<p>The Head of Administration and Undergraduate School Manager met with their counterparts in the School of Engineering for two 1.5 hour meetings. Information was shared to compare and contrast educational provision, student demographics, facilities and support staffing in each School. While there are similarities between the Schools, there are notable differences too, particularly in relation to the complexity of the BVMS programme, the MPA staffing resource required to support it and the amount of “churn” in posts. This churn has added to the pressures on the team. The major area of difference in relation to how the MPA team operates is that the ENG teaching office has held its own away days. This has long been a wish for the SVM UGS team and the HoA and UGSM agree that it is important that time is carved out for this activity. In addition, the HoA and UGSM will review levels of administrative support with academic staff with teaching management roles. On a separate note, as observed by the Panel, the UGS has embraced advances brought by technology and two areas where ENG is keen to learn from good practice in SVM are Teleform and the Assessment Management</p>

	<p>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]</p>	<p>System. Accordingly, the SVM UGS will host a visit from colleagues from ENG to share their good practice in these areas.</p>
<p>14 Head of School Delegate Head of Administration</p>	<p>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.</p>	<p>The HR recruitment procedures underwent significant change in December 2019/January 2020 and the SoVM is currently assessing how these changes have addressed the administrative difficulties experienced previously.</p>

	[Paragraphs 4.4.6 and 4.4.13]	
--	-------------------------------	--

Garscube Information Services committee

Recommendation 4

Recommendation number and responsibility	Recommendation	Actions undertaken by BVMS Programme Board and others
4 Head of School	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	A rolling programme of training student volunteers was commenced. This programme is currently in abeyance due to the trainer being on long term absence due to illness.

	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]	
--	--	--

Associate Head of School (Learning, Teaching and Assessment)

Recommendations 10 and 11

Recommendation number and responsibility	Recommendation	Actions undertaken
10 Head of School	The Review Panel recommends that the School 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	<p>The School is continuing to progress in this area. Following discussions with colleagues who have implemented the successful "CIDERS" Scholarship Strategy at the Dental School, an operational plan is being developed which identifies a number of key areas for activity in the coming months including:</p> <ul style="list-style-type: none"> - an audit of current activity - identification of themes to create Scholarship interest groups across the School and encourage cross College/University links - support from the College Scholarship Champion and the College Dean for Learning and Teaching to help understanding of progression on the LTS track - identification of potential funding opportunities <p>It is expected that the activity resulting from implementation of this strategy will result in one or more applications to LTDF (and other funding sources) to take forward projects in line with the activities outlined by the panel.</p>

	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. [Paragraph 4.4.2]	
11 Head of School Delegate Associate Head of School (Learning, Teaching and Assessment)	The Review Panel recommends that the School 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]	In the first instance this recommendation is being addressed through a broader college based approach to LEADS being developed by Professor Susan Jamieson, MVLS Champion for Scholarship.

The Director of IT Services, Assistant Vice-Principal (Learning & Teaching) and the Senate Office

Recommendations 5, 6, 12 and 13

Recommendation number and responsibility	Recommendation	Actions undertaken by SoVM
5 Director IT Services	The Review Panel noted that it was a source of considerable frustration to	<i>Response from Mark Johnston, Director of IT Services:</i> Information Services implement systems based on requirements and policy, and if requirements and policy are changing, then there are different requirements to meet. You are asking me to provide authenticated services

	<p>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]</p>	<p>for alumni when we only setup to provide services to existing registered/enrolled students – that is a substantial change that is a policy change in the first instance, not a technology change.</p> <p>This recommendation has now been forwarded to the Convener of the VLE Board for response.</p>
<p>6 The Assistant Vice-Principal (Learning & Teaching)</p>	<p>The Review Panel recommends that 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]</p>	<p>At the request of the Assistant Vice-Principal the SoVM was contacted by the WCGT Responsive Solutions team in this context on 24 February 2020 and a phone meeting was held on 27 February 2020 to clarify the issues with a view to finding a solution to the problem</p> <p><i>Vice Principal (Learning and Teaching)</i> <i>I had previously raised this recommendation with Karen Lee in Timetabling, and with Jane Broad who was Director of SLSD and is now head of the Digital Experience Unit. As any change would need to be handled in a holistic way and has been notoriously difficult to address, it would need to be prioritised by both the Moodle team and the MyCampus team. More recently, on the 7th Jan 2020, I proposed to the Responsive Solutions team within World Changing Glasgow, that this might be an area that they could progress for the University (not just the Vet School, but also Dentistry, Medicine and Nursing who are also affected in this way). Lesley Fordyce from the WCG team has today (24th Feb) confirmed that this was discussed at the Responsive Solutions Board on Feb 11th, and is being taken forward by Susan Ashworth who will see what can be done.</i></p>

<p>12 The Assistant Vice-Principal (Learning & Teaching)</p>	<p>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)</p>	<p>This recommendation refers to the delivery of more online CPD/PGCAP provision to support staff who are not based at the Gilmorehill campus. Unknown to the panel, this PSR recommendation was made at a point when LEADS were already developing some of the PGCAP courses so that they could be made available online or in blended format. Since Sept 2019, several courses have been delivered in this more flexible manner. Thus, although I did raise the matter with Dr Matthew Williamson, Director of LEADS, following the PSR, there was little that needed to be progressed via a vis PSR. LEADS were also considering how more of their CPD could be made available online. Dr Williamson is on the ECDP Governance Committee and undertook to report to that group on the expansion of online provision, as such, I have not additionally brought this to the attention of Professor Pittock, but could still do so if it is deemed necessary. If ASC wishes further information in relation to wider CPD events and their availability online, I could ask Dr Williamson to provide an update on that.</p>
<p>13 The Senate Office</p>	<p>The Panel recommends that 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</p>	

	recommendations that ASC might follow up on, could be more meaningfully recorded and addressed in future. [Paragraph 4.4.10]	
--	---	--