

University of Glasgow

Academic Standards Committee – Friday 1 October 2021

Periodic Subject Review: Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters held on 17 and 18 June 2021

Dr Richard Lowdon, Clerk to the Review Panel

Review Panel:

Professor Frank Coton	Vice-Principal Academic Planning & Technological Innovation, Panel Convener
Dr Sarah Henderson	University of Edinburgh, External Subject Specialist
Dr Bethan Wood	Elected Academic Staff Member on Court
Indigo Korres nte Paoula	Students' Representative Council
Dr Mark Bailey	School of Life Sciences, Cognate Member
Dr Michael McEwan	Learning Enhancement & Academic Development Service
Dr Richard Lowdon	Senate Office, Clerk to the Review Panel

1. Outcome

- 1.1.1 The Panel **confirmed** there were no concerns regarding the academic standards of programmes delivered by the MVLS Graduate School and recommended the validation of all programmes for a further six years.
- 1.1.2 The Panel **confirmed** that the MVLS Graduate School had a transparent academic governance and quality assurance structure which aligned to the University's regulatory framework.

2. Summary and context

2.1 College structure

- 2.1.1 The College of Medical, Veterinary & Life Sciences (MVLS) was formed in 2010 and includes three Schools: Medicine, Dentistry & Nursing; Veterinary Medicine; and Life Sciences. These Schools are responsible for all of the College's undergraduate teaching provision. In addition, the College provides a wide range of postgraduate teaching, the majority of which is channelled through MVLS's seven Research Institutes: Molecular, Cell & Systems Biology; Cancer Sciences; Biodiversity, Animal Health & Comparative Medicine; Infection, Immunity & Inflammation; Cardiovascular & Medical Sciences; Health & Wellbeing; and Neuroscience & Psychology. The MVLS Graduate School is responsible for the oversight and governance of all Taught Postgraduate (PGT) programmes within the College of MVLS.

2.2 Preparation for the 2021 Periodic Subject Review (PSR)

- 2.2.1 The Graduate School underwent internal review in November 2012, which covered some of the College's PGT programmes. Following that review, it was advised that all PGT programmes should be covered by the same review for governance purposes.

Since 2012, the number of PGT programmes and student numbers had more than doubled, and the supporting infrastructure had also grown. Therefore, in advance of the 2019 PSR, the decision was taken by the Graduate School to split its five clusters (the organisational groupings for PGT programmes) into two groups, with the Animal & Plant Sciences, and Biomedical Sciences clusters being evaluated together in 2019 (Group one), and the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters (Group two) being evaluated in 2020. However, due to the ongoing COVID-19 Pandemic, the 2020 PSR was delayed until June 2021.

2.2.2 Information for this PSR was prepared by the Dean of Postgraduate Teaching (Professor Cheryl Woolhead), the Graduate School's Academic Governance Manager (Tracy Maxwell), the PGT Administration Manager (Linda Atkinson) and her team, the Health & Wellbeing Cluster lead (Dr Julie Langan-Martin), the Medical & Clinical Sciences Cluster lead (Dr Stuart Gray), and the Medical Professions Cluster lead (Dr Alison Parrett). The Reflective Analysis (RA) for this PSR was written by a team led by the Dean of Postgraduate Teaching, together with the three cluster leads, with input from the relevant programme coordinators and the Graduate School team. A draft of the RA was circulated to the Head of Academic and Student Administration (Alison Wallace), the Dean of Graduate Studies (Professor George Baillie), and the Dean of Learning & Teaching (Professor Maureen Bain) for comment, before the document was distributed more widely to all relevant staff and students. Comments from these sources were then incorporated into the RA prior to final submission.

2.2.3 The Review Panel met with the Dean of Postgraduate Teaching (Professor Cheryl Woolhead); the Dean of Graduate Studies (Professor George Baillie); the Health & Wellbeing Cluster lead (Dr Julie Langan-Martin); the Medical & Clinical Sciences Cluster lead (Dr Stuart Gray); the Medical Professions Cluster lead (Dr Alison Parrett); the College Head of Academic & Student Administration (Alison Wallace); five PGT students from four different programmes; members of PGT teaching staff; and members of Management, Professional & Administrative (MPA) staff.

2.3 Staff involved in teaching

2.3.1 677 academic staff contributed to programmes within the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters. These staff were located across the School of Medicine, Dentistry & Nursing, the School of Veterinary Medicine, the Institute of Health & Wellbeing, the Institute of Cardiovascular & Medical Sciences, and the Institute of Cancer Sciences. Apart from a small group of teaching staff who provide support across the portfolio, the Graduate School had no direct line-management responsibility for these staff but communication with Schools and Research Institutes was achieved through PGT leads who attended the Postgraduate Teaching Committee (PGTC), and via the College Management Group (CMG) whose membership included all Heads of School and Directors of Research Institutes. In addition to this, 344 external staff from outwith the College of MVLS or the University contributed to teaching in these clusters.

2.4 Student numbers

Student numbers between 2018-19 and 2020-21 are summarised as follows:

Cluster	PGT students (FTE) 2020-21	PGT students (FTE) 2019-20	PGT students (FTE) 2018-19
Health & Wellbeing	339	213	116
Medical & Clinical Sciences	249	203	165
Medical Professions	522	403	330

Total	1110	819	611
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2.5 Range of Provision under Review

The Review Panel considered the following range of provision currently offered by the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters:

Health & Wellbeing Cluster

- MSc Global Mental Health
- MSc Global Mental Health (Online)
- MSc Primary Health Care
- MSc Primary Health Care (Online)
- MSc Population Health Sciences (Online)
- Master of Public Health
- Master of Public Health (Online)
- MSc Health Technology Assessment (Online)
- MSc Developing and Evaluating Interventions
- MSc Digital Health Interventions
- Postgraduate Certificate in Positive Behaviour (Online)

Medical & Clinical Sciences Cluster

- MSc Cardiovascular Sciences
- MSc Clinical Pharmacology
- MSc Diabetes
- MSc Precision Medicine with Pharmacological Innovation
- MSc Clinical Trials and Precision Medicine
- MSc Sport and Exercise Sciences and Medicine
- MSc Sport and Exercise Sciences and Medicine (Online)
- MSc Precision Medicine
- MSc Forensic Toxicology

Medical Professions Cluster

- Doctorate in Clinical Psychology
- MSc Applied Neuropsychology
- PGCert Clinical Neuropsychology Practice
- PGDip Clinical Neuropsychology
- MSc Clinical Neuropsychology Knowledge and Practice
- MSc Oral and Maxillofacial Surgery
- MSc Endodontics
- Doctorate in Clinical Dentistry (Ortho)
- MSc Oral Sciences
- MSc Advanced Practice in Healthcare
- MSc Advanced Nursing Science
- Postgraduate Certificate in Healthcare Chaplaincy

- Postgraduate Certificate in Health and Social Care (Online)
- MSc Health Professions Education (Online)
- MSc Health Professions Education (with Research) (Online)
- Doctorate in Health Professions Education (Online)
- MSc Advanced Practice in Veterinary Nursing (Online)
- MSc Human Nutrition
- MSc Clinical Nutrition
- MSc Medical Physics
- MSc in Critical Care
- MSc Health Services Management
- MSc Critical Care, Leadership and Management
- MSc Clinical Critical Care (Online)
- MSc Clinical Critical Care and Leadership (Online)
- MSc Palliative Care (Online)
- Postgraduate Certificate in Advanced Lymphoedema Management

3. Strategy for Development

3.1 Progress since the last review

- 3.1.1 Since the Graduate School last underwent internal review in November 2012, there had been significant changes in PGT provision. The number of programmes offered by the Graduate School had more than doubled, and so had student numbers. The Graduate School had also been successful in recruiting a higher proportion of international students to the College than it had done previously.
- 3.1.2 As noted in the RA, all recommendations from the last PSR in 2012 were addressed at the time, including reviewing recruitment targets, and developing a strategy for programme development and approvals. Issues relating to MyCampus and the physical location of teaching spaces were also addressed.
- 3.1.3 The PSR of Group one of the MVLS Graduate School was carried out in 2019. Recommendations from this PSR included reviewing the applicant self-service process. This issue had since been addressed with IT Services and External Relations. Another recommendation that came out of the 2019 PSR was to look more closely at the facilities and timetabling processes. This issue had now been discussed with the Director of Strategy, Performance & Transformation, and her team. Due to the emergence of the COVID-19 Pandemic several points remained to be addressed fully. However, one key learning and teaching recommendation, to explore more PGT project options, including group projects, had been accelerated as a result of the Pandemic, and the Graduate School had worked to reconfigure its project provision to enable it to provide investigative projects without lab-based placements. This had opened up new opportunities, and it was hoped that it would result in increased quality and diversity in project offerings and provide essential research training to the Graduate School's graduates.

3.2 Vision and strategy

3.2.1 As stated in the RA, the Graduate School's vision is to "design and deliver a portfolio of postgraduate taught programmes, through both on campus and online delivery, to meet market needs and produce high calibre graduates who are welcomed into a range of careers and professions, including those in health, the veterinary and social care sectors, as well as for basic and applied sciences". The Graduate School's programmes were intended to be internationally competitive, adopt the best pedagogic practices, and utilise the significant research and teaching strengths of staff in the College of MVLS.

3.2.2 The RA made reference to the University's strategy to increase PGT provision and highlighted a range of strategic objectives that were put in place by the MVLS College Management Group in 2018 to support this strategy:

- Develop new programmes, courses and content in areas of high demand where University expertise could be applied.
- Re-evaluate the provision of low-income programmes and courses.
- Guide Research Institute/School investment in PGT development by: identifying areas of exceptional interest; aligning postgraduate teaching with academic expertise and research portfolio; providing training for future careers in science; and utilising online and on campus delivery methods.
- Promote links across the College (for example, through the University's Research Beacons in Precision Medicine and Chronic Disease, One Health, Addressing Inequalities, and Future Life), the University (with Subjects such as Management, Economics, Public Policy, Biomedical Engineering, Chemical Biology, and Computing Science), and outwith the University (through partnerships with the NHS, industry, and international institutions).
- Provide resources to facilitate the objectives named above in: academic support; course and programme design; marketing and recruitment; academic governance; business planning; and course and programme administration.

Communication of the Graduate School's strategy for growth

3.2.3 The Review Panel noted from the RA and from the meeting with the Dean of Postgraduate Teaching that the College Management Group was the main forum for higher level discussions about PGT strategy. Here, the Dean of Postgraduate Teaching, the Dean of Graduate Studies, the Dean of Learning & Teaching, and the College International Deans were consulted on issues relating to teaching, recruitment and the development of PGT programmes. The College had also established a number of strategy groups, which were chaired by the relevant Deans, to encourage a lateral flow of information across the College. These groups reported back to the College Management Group and helped to shape the future direction of the College.

3.2.4 Regarding the Graduate School's student recruitment strategy, responses from staff in the staff survey, and at the meetings with teaching staff and MPA staff, indicated that there had been a significant and unexpected increase in student numbers during the 2020/21 academic session. As a result, teaching staff and MPA staff raised concerns that workloads had dramatically increased and that staff had become overstretched, which impacted on their welfare. Staff also expressed concerns that unsustainable levels of student growth had hindered their ability to fully support PGT students and had impacted on the quality of the student learning experience. Furthermore, many staff were unaware of what the Graduate School's strategy for growth was and how this would be supported through increased levels of staff recruitment.

- 3.2.5 In relation to the Graduate School's process for introducing new programmes, the RA noted that the College Board of Studies had the authority to approve new programmes, amendments to programmes, and the withdrawal of programmes. This board was chaired by the Dean of Postgraduate Teaching, and the process was monitored by the University's Academic Standards Committee (ASC). Clusters had the authority to approve all new courses, amendments to existing courses, and the withdrawal of courses. This approval process was also monitored by ASC and by the College Board of Studies. In order to initiate a new programme, staff were required to submit a MVLS Programme Development form to the Graduate School to ensure compatibility with other programmes and courses offered, alignment with the strategic objectives of the College and the University, and to allow for consideration of the resources required to support the programme. The process also involved reviewing proposed budgets, and undertaking market assessments and consultations with representative groups of students, stakeholders and external examiners.
- 3.2.6 At the meeting with MPA staff, the Panel was informed that staff felt well-supported by their administrative colleagues and that they had a good working relationship with teaching staff. However, they raised concerns about the lack of consultation with MPA staff when new programmes were introduced. They also informed the Panel that administrative support levels were not given sufficient consideration when decisions about new programmes were being made.
- 3.2.7 The Panel noted the concerns of teaching staff about the growth in student numbers and the lack of clarity about how the Graduate School's strategy for PGT growth would be supported by staff recruitment. The Panel also noted the concerns of MPA staff about the perceived lack of consultation when new programmes were being developed and introduced. Therefore, the Review Panel **recommends** that the Graduate School, in conjunction with the College Management Group, develops mechanisms to ensure that teaching and MPA staff are appropriately consulted and involved in the Graduate School's planning for student and programme growth as part of the annual planning process.

3.3 Oversight and governance

Graduate School's organisational structure

- 3.3.1 As noted in the Reflective Analysis (RA) and at the meeting with the Dean of Postgraduate Teaching, the MVLS Graduate School was responsible for the oversight and governance of all Taught Postgraduate (PGT) programmes within the College of MVLS through the Postgraduate Teaching Committee (PGTC), which was chaired by the Dean of Postgraduate Teaching. The Dean of Postgraduate Teaching reported directly to the Head of College and the College Management Group, and the PGTC reported to the College Learning & Teaching Committee, which was chaired by the Dean of Learning and Teaching. However, managerial responsibility and accountability for College staff who contributed to Graduate School teaching lay with the Heads of Schools and Directors of Research Institutes.
- 3.3.2 PGT programmes in the Graduate School were grouped into five distinct 'clusters', which were created to promote course sharing and good practice within programmes of overlapping academic themes: Animal & Plant Sciences; Biomedical Sciences; Health & Wellbeing; Medical & Clinical Sciences; and Medical Professions. These clusters were overseen by programme leads or Research Institute/School representatives from those areas. Cluster leaders were also members of the PGTC, which was responsible for overseeing the implementation of teaching policy and governance into postgraduate teaching, reviewing new programmes and programme changes, and implementing College strategy into the Graduate School's PGT programmes.

3.3.3 The Review Panel noted that the MVLS Graduate School was a complex organisation, with staff contributing to teaching from seven Research Institutes and three Schools. However, the Panel also noted that a clear organisational structure had been created, with programmes being grouped into five distinct 'clusters'. The Panel agreed that the structure of the Graduate School had greatly assisted with programme development, academic governances, and quality assurance. The Panel also agreed that cluster leads having seats on the PGTC, and the chair of the PGTC having a place on the College LTC, created clear lines of communication between the clusters and the College Management Group, and allowed clusters to influence decisions made by the College Management Group. Therefore, the Review Panel **commends** the Graduate School's organisational structure and recognises the positive impact that this has had on programme development, academic governance, quality assurance and decision making.

4. Learning and teaching enhancement

4.1 Development of graduate attributes and work placement opportunities

Careers guidance

4.1.1 The RA noted that careers events were run for students throughout the year by the College, the University's Careers Service, and by the programmes themselves. In addition to this, postgraduate research conversion events were run several times throughout the year to introduce PGT students to the broad range of research being covered in the College at PhD level. These events allowed students to meet current PGR students and ask questions about their experiences of PhD study. Some programmes had also developed their own schemes to promote interaction between their current students and alumni. For example, former Masters students who had gone on to study PhDs within the College often participated in induction events for new Masters students and helped them throughout the year to feel engaged with the broader research community. These students also served as role models for PGT students with aspirations to study for a PhD. In the Health & Wellbeing Cluster, a number of MSc in Global Mental Health alumni who were also GTAs contributed to a careers session, and alumni from programmes such as the MSc in Human Nutrition were invited back to the University for a careers symposium to discuss potential career options with students.

4.1.2 At the meeting with PGT students, most students informed the Review Panel that they had received careers guidance or attended careers sessions organised by the Graduate School. However, some students expressed concerns that careers guidance was too undergraduate focused and not specific to PGT or was overly-focused on academic careers and progression to PhD studies, rather than careers outside of academia. Students also informed the Panel that careers sessions took place too late in their programme to be of use and that they would have welcomed this information at the start of their programme to help inform their course choices. Therefore, the Review Panel **recommends** that the Graduate School should review the provision of careers advice given to students, particularly in relation to non-academic careers and the timing of guidance, to meet the specific needs of students.

External and professional linkages

4.1.3 The Review Panel noted from the RA that 344 external staff contributed to teaching on programmes in the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters, and that this level of external staffing was particularly high due to the professional nature of the programmes and extensive collaboration with the NHS. In addition to teaching on programmes, external experts also contributed to curriculum design on programmes such as the MSc in Global Mental Health, and students had the

opportunity to undertake workplace assessments, projects and internships with a range of external organisations, including the NHS.

- 4.1.4 The Review Panel **commends** the range of collaborations between Graduate School programmes and external partners, and the involvement of affiliate staff in teaching on professional programmes. However, the Panel also noted that there were further opportunities to build on these collaborations and involve affiliate staff in activities such as providing careers advice to students. Therefore, the Review Panel **recommends** that the Graduate School should consider how more value might be derived from existing external and professional linkages in order to further enhance Graduate School programmes.

Graduate Skills Award

- 4.1.5 As highlighted in the RA and at the meetings with the Dean of Postgraduate Teaching and MPA staff, the Graduate School had launched a 'Graduate Skills Award' for PGT students in September 2017. This personal development and skills programme provided postgraduate students with opportunities to enhance their transferable skills and graduate attributes through a range of lectures and a series of workshops which had been specifically designed to improve employability. In so doing, the award offered students a wide range of activities on topics such as interview techniques, volunteering, leadership, research integrity, and communicating science. The Graduate Skills Award was available to both on-campus and Online Distance Learning (ODL) students. Each year, the Graduate School added new content to the programme, and there were plans to acknowledge students participating in the COP26 Climate Change Conference which was being hosted by Glasgow in November 2021. In order to compete the Graduate Skills Award, students were expected to complete a reflective portfolio at the end of their programme, which was reviewed internally. Completion of the Graduate Skills Award allowed students to receive a certificate and acknowledgment of the Award on their Higher Education Achievement Report (HEAR). The number of students completing the Graduate Skills Award each year had increased from 33 in 2018 during its first year of operation, to 108 in 2020.
- 4.1.6 At the meeting with MPA staff, the Review Panel was informed that the Graduate Skills Award was continually evolving in response to student needs, and that the Graduate School had secured Learning and Teaching Development Fund (LTDF) money in 2019 to develop an online course on good laboratory management in response to feedback from employers. The Panel was also informed that the Graduate School was working with the College Dean of Learning & Teaching to offer undergraduate students in the College the opportunity to participate in the Graduate Skills Award
- 4.1.7 The Review Panel agreed that the Graduate Skills Award offered students valuable opportunities to supplement their academic learning and develop their graduate attributes. The Review Panel was also impressed with the Graduate School's efforts to continually develop the Award and its ambitious plans to roll the Award out to undergraduate students in the College. Therefore, the Review Panel **commends** the Graduate School for the development of a 'Graduate Skills Award', which provides PGT students with a range of skills and training activities to enhance graduate attributes and employability.
- 4.1.8 However, at the meetings with teaching staff and MPA staff, the Panel was also informed that the Graduate Skills Award was supported by a relatively small number of staff. The Panel noted that there was a risk that this could hinder the future sustainability of the Award. Therefore, the Review Panel **recommends** that the Graduate School evaluates the current level of support for the Graduate Skills Award to ensure its future sustainability and long-term success.

4.2 Approaches to assessment

Authentic assessment

- 4.2.1 As highlighted in the RA, assessments across the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters had been carefully designed to demonstrate the attainment of Intended Learning Outcomes (ILOs), with a focus on the acquired knowledge, clinical expertise, critical analysis and synthesis of novel ideas. Programmes used a mixture of summative and formative assessments, and all assessments were aligned to ILOs. Many of the Graduate School's programmes were delivered in partnership with NHS providers, who were a major employer of its graduates. As a result, assessments were specifically designed to develop skills that would be directly relevant to graduates in clinical workplaces. For example, MSc Oral & Maxillofacial Surgery students were assessed after each module on clinical, technical, and academic attributes using a set of work-based assessments. On another programme, MSc Digital Health Interventions students had the option to undertake an internship that was, in part, assessed on the basis of graduate attributes. Furthermore, students on the Postgraduate Certificate in Positive Behaviour programme undertook assignments that were practice-orientated, and which took into account students' professional requirements.
- 4.2.2 Elsewhere, students on programmes within the Medical & Clinical Sciences Cluster were able to choose between undertaking a paper-based, lab-based or industry-based project/internship. Programmes within the Cluster had links with domestic and international companies and sports clubs who were willing to take on project students, allowing students to develop their professional skills. For example, students within the MSc Sport & Exercise Sciences and Medicine programme were able to apply for project funding from the Cathcart Scholarship to gain international experience within an elite sporting environment. Within a lab-based setting, students had the opportunity to undertake projects with leading scientists, enabling them to develop the necessary skills for a career in academia.
- 4.2.3 The Review Panel noted that the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters utilised a range of authentic assessment methods across its programmes. The Panel also noted that assessments such as work-based projects, assessed internships, and practical assignments allowed students to develop skills that would be directly relevant to their chosen careers. Therefore, the Review Panel identified the range of authentic assessments offered to students as an example of **good practice** within the Graduate School.
- 4.2.4 However, at the meeting with PGT students, the Panel was informed by some students that there was an over-reliance on some programmes on traditional forms of assessment such as essays. On some courses these essays were 'high stakes' and constituted 100% of the overall assessment for the course. Students also raised concerns that essays were not relevant to the tasks that they would be expected to undertake in their chosen career and that they had little prior experience of essay writing. Given the alignment of the Graduate School's PGT programmes to professional practice, the Review Panel **recommends** that the Graduate School should build on the excellent existing examples of authentic assessment to deploy these types of assessment more pervasively across the portfolio.

High stakes assessments

- 4.2.5 Echoing concerns raised in the meeting with PGT students, the Panel noted from the RA and from the meeting with teaching staff that the switch towards online learning and assessment during the COVID-19 Pandemic had highlighted some issues relating to the delivery of assessment, which had led to many programmes reassessing the use of high-stakes exams and considering the greater use of continuous assessment that

more closely aligned to intended learning outcomes. Therefore, the Review Panel **recommends** that the Graduate School should draw on the lessons learned during the COVID-19 Pandemic to encourage a move away from high-stakes assessments towards types of assessment that align more closely with intended learning outcomes and ensure the effective development of subject expertise.

Aligning assessment outcomes and feedback

- 4.2.6 As noted in the RA, assessment support was provided to students using a range of different methods, including live webinars, and student support sessions where students could ask programme staff questions about assignments. Assessment questions and marking methods were also discussed thoroughly at the Examination Board meetings each year, and External Examiners reviewed courses, assessments and marking within courses to ensure consistency. In addition to this, student satisfaction with assessment and feedback was reviewed at Staff-Student Liaison Committee (SSLC) meetings and through feedback obtained via course evaluation surveys.
- 4.2.7 At the meeting with PGT students, students informed the Review Panel that they were generally satisfied with the guidance and support that they received from staff in relation to their summative assessments. Students also informed the Panel that students had the opportunity to raise any issues relating to assessments at SSLC meetings. However, some students highlighted concerns that written feedback received on assessments did not always reflect the mark that they had been awarded. For example, one student noted that they had received a 'B' grade for an assessment but the written feedback had described their work as 'excellent'. Other students informed the Panel that there was a lack of consistency between markers and that there was sometimes a lack of clarity about why they had received a particular grade and what they could do to improve their mark. Therefore, the Review Panel **recommends** that the Graduate School ensures that assessment outcomes and feedback are consistently aligned to the grade related criteria across all programmes and that consideration be given as to how feed forward could effectively be used to support student development.

4.3 Staff support

Mentoring and support for staff

- 4.3.1 Regarding support for teaching staff in the Graduate School, the RA noted that the majority of staff that taught on PGT programmes were embedded within School and Research Institutes and that formal mentoring schemes existed in these units to support their career development. All new staff had access to the Postgraduate Certificate in Academic Practice (PGCAP) programme run by the University's Learning Enhancement & Academic Development Service (LEADS) to support their teaching development. The MVLS Digital Education Team also provided weekly training sessions for teaching staff. Recordings of these sessions, along with 'how to' guides were available to Graduate School staff on Moodle. However, the RA acknowledged that not all staff had taken these courses and that this could sometimes lead to differences in the student experience across programmes. The RA also acknowledged that there was an over-reliance on the good will of busy practising clinical staff to provide a clinical overview of some programmes. Regarding the involvement of postdoctoral researchers and PhD students (Graduate Teaching Assistants) in teaching, the RA noted that these staff contributed to teaching sessions on a number of programmes, and that this provided them with valuable opportunities to develop their skills as educators.
- 4.3.2 At the meeting with teaching staff, staff informed the Review Panel that they felt well supported by their colleagues and that the support provided by the MVLS Digital

Education Unit had been exceptional. Staff also informed the Panel that the PGCAP had really helped them in the development of their teaching skills. However, some staff members noted that the PGCAP was not offered to affiliate staff teaching on clinical programmes because Early Career Development Programme (ECDP) staff had to be prioritised for PGCAP places, and capacity restrictions meant that it was not possible to offer places for these staff. Regarding career development, some staff expressed concerns that they did not have access to formal mentoring or continuing professional development opportunities to enable them to gain promotion. Staff also noted that the complex structure of the College, and the relationship between Schools, Research Institutes and the Graduate School, made it difficult for them to receive recognition for their teaching contributions - this was particularly the case for staff who taught on multiple programmes that were owned by a combination of Research Institutes and Schools. Furthermore, given the complex structure of the College, it was sometimes challenging to identify which Schools or Research Institutes were responsible for mentoring and providing career development opportunities for staff, and what role the Graduate School was expected to take in relation to this.

- 4.3.3 Regarding teaching support, the Panel noted that Graduate Teaching Assistants (GTAs) were used occasionally as a matter of routine on course offered within the three clusters under review, though GTAs were less commonly used in courses with no labs. Staff informed the Panel that GTAs had indeed been employed to assist with teaching on some programmes. These GTAs had helped to alleviate some of the pressure on teaching staff, but staff were sometimes not informed in advance if their programme was due to be allocated a GTA. Staff also expressed concerns that programmes required long-term support but that GTAs were usually only allocated on a temporary basis, which made it difficult to plan ahead. However, the Panel was also informed that this was only the case for a few Graduate School programmes because on most Graduate School programmes GTAs were recruited and appointed (rather than being allocated) directly by course leaders for routine involvement in planned teaching sessions every year.
- 4.3.4 Given the concerns raised by staff in relation to career development, mentoring and support for teaching, the Review Panel **recommends** that the Graduate School reviews, with a view to strengthening, the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes, including early-career staff, Learning, Teaching & Scholarship staff, and affiliate staff, to assure the quality of the student learning experience across the portfolio.

Learning, Teaching & Scholarship staff

- 4.3.5 At the meeting with the Dean of Postgraduate Teaching, the Review Panel was informed that a new staffing initiative had been introduced in 2018 to allow staff on the Learning, Teaching & Scholarship (LTS) track to become more involved in the design and delivery of PGT programmes in the Graduate School. Four members of staff were employed to work across the Graduate School's PGT portfolio to deliver new teaching resources, review the Graduate School's teaching methods, help with the pedagogical design of new courses and programmes, and support academics, who were mostly Research Institute-based. This new initiative had proved successful and had been well-received by staff. As a result of this success, the initiative had recently been expanded to support the Graduate School's considerable growth in student numbers. These LTS staff were supported by senior graduate school academic staff and by cluster and programme leads in the areas that they worked in. These staff were also members of the University's Early Career Development Programme (ECDP) and had been allocated mentors through that programme.

- 4.3.6 In addition to this, the Dean of Postgraduate Teaching informed the Panel that the Graduate School had recently created 12 new fixed-term teaching posts to support the growth in student numbers. These positions were not attached to a specific School or Research Institute, which allowed the posts to work flexibly across the Graduate School's PGT portfolio to support teaching staff and programmes. The posts had been specifically designed as training posts, providing postdoctoral and other early-career researchers with the opportunity to gain experience in a teaching post, and enabling them to apply for either Research and Teaching or LTS posts at Glasgow or elsewhere when their positions ended. With this in mind, the Graduate School had worked with LEADS to offer these staff access to courses as part of the Postgraduate Certificate in Academic Practice (PGCAP), with a view to enhancing their career development. Furthermore, these staff had been encouraged to develop their teaching skills by accessing a wide range of training opportunities delivered throughout the College and the University. As part of their roles, these staff were involved in teaching alongside the Graduate School's permanent staff, assisting with the redevelopment of course and programme approval processes, and working with staff individually to help tailor personalised skills training. These staff were also members of clusters and the relevant School and Research Institute learning and teaching teams.
- 4.3.7 In the meeting with teaching staff, the Review Panel was informed that the addition of four LTS staff and 12 fixed-term teaching posts in the Graduate School had been extremely helpful and had helped to reduce the pressure on PGT teaching staff. Staff also informed the Panel that LTS staff had greatly assisted with assessment design and the development of new teaching resources. Therefore, the Review Panel **commends** the Graduate School for employing four Learning, Teaching & Scholarship staff and creating 12 new fixed-term teaching positions, and for using these staff strategically to develop teaching materials, design new programmes and enhance the quality of teaching provision across the PGT portfolio.

4.4 Balance between teaching and research

Attitudes towards teaching

- 4.4.1 The Review Panel noted that some staff had raised concerns in the staff survey and in the meeting with teaching staff about the status of teaching relative to research in the Research Institutes. In particular, some staff informed the Panel that Research Institutes were primarily focused on staff securing research grants and writing publications for high impact journals at the expense of teaching. Consequently, activities such as running programmes and courses, and supervising postgraduate students were not fully recognised by line managers during the Performance & Development Review (P&DR) and Academic Promotions processes. This, in turn, acted as a disincentive for staff in some Research Institutes to fully engage in teaching, resulting in an uneven allocation of teaching and supervision responsibilities amongst the remaining staff. Furthermore, the status of teaching in some Research Institutes meant that some research-focused staff had relatively little teaching experience and were not prepared for running programmes or teaching students - a concern which some staff believed had resulted in inconsistencies in the quality of teaching on some programmes.
- 4.4.2 The Panel shared the concerns of staff about the relative worth of research and teaching in some Research Institutes towards teaching. Therefore, the Review Panel **recommends** that the College Management Group develops and deploys further mechanisms to reinforce the value of teaching in Research Institutes in order to underpin the high quality portfolio of programmes currently offered by the Graduate School.

Prioritisation of undergraduate teaching in Schools

4.4.3 At the meeting with teaching staff the Panel was informed that some Schools had a tendency to prioritise undergraduate teaching over postgraduate teaching and that it was not always clear how PGT programmes fitted into their strategic vision. As a result, some staff felt unsupported by their Schools and unable to receive recognition for their contributions to postgraduate teaching and programme development. Staff also raised concerns that the lack of priority given to PGT teaching relative to undergraduate teaching in some Schools had made it difficult to identify staff to teach on programmes and served as a potential barrier to further PGT programme development. Therefore, the Review Panel **recommends** that the College Management Group takes action to dispel any perceptions within the College that PGT programmes are of less importance than UG programmes.

4.5 Responding to challenges

Response to the COVID-19 Pandemic

- 4.5.1 As noted in the RA and at the meetings with the Dean of Postgraduate Teaching and teaching staff, the COVID-19 Pandemic had had a significant impact on teaching delivery in the Graduate School. Some professional programmes were unable to run in the 2020-21 academic session because affiliate staff working for the NHS were pulled into the COVID-19 response and were unable to commit to teaching. In other areas such as Dentistry, enrolment was deferred due to the disruption caused by the Pandemic, although an enhanced simulation programme had been developed to mitigate against the loss of patient contact, and additional sessions had been arranged following the reinstatement of clinics to allow students to catch up.
- 4.5.2 The Pandemic had also had a significant impact on staff involved in the teaching and administration of Graduate School programmes. In particular, the Pandemic had resulted in an increase in staff workload, and a need to acquire new skills within a very short timeframe. To ensure continued engagement and support from staff during the Pandemic, many programme leads had instigated regular online meetings with teaching teams and support staff. In relation to students, the Pandemic had resulted in an increase in the number of students suffering from mental health related issues. This, in turn, had contributed to a greater number of Good Cause submissions and requests for extensions, and an increase in the number of students placed on Fitness to Study Leave of Absence. There had also been a small increase in the number of student withdrawals compared to previous years.
- 4.5.3 In general, as with most other parts of the University, the Pandemic had resulted in the majority of previously face-to-face teaching being delivered online. This change had to be made quickly to ensure that students did not miss out on teaching and to ensure that they were not disadvantaged by the changes. Staff also had to develop and update their skills and resources to ensure that their teaching was suitable for an online environment. In so doing, staff had been greatly assisted by the College's Digital Education Unit and the resources that they had produced. To assist with online study and peer support, many programmes had utilised Zoom drop-in sessions and Microsoft Teams communities. Technologies used for online learning had also generated opportunities, with features such as breakout rooms allowing for discussion between students following online lectures. Feedback from staff and students had been largely positive about such flipped learning approaches, and the Graduate School was exploring how these approaches could be used to enhance on-campus teaching in the future. Furthermore, the switch to online assessments had encouraged programmes to move away from exams and consider greater use of continuous assessment.
- 4.5.4 The Review Panel recognised the considerable efforts made by Graduate School staff to adapt to online teaching, and to maintain student engagement. The Panel also

welcomed the Graduate School's willingness to use some of the lessons learned during the Pandemic to redesign assessments and enhance future teaching provision. Therefore, the Review Panel identified the Graduate School's response to the COVID-19 as an example of **good practice**.

Openness to facing challenges

4.5.5 In addition to the challenges that had been posed by the COVID-19 Pandemic, the Review Panel had a detailed and open discussion with the Dean of Postgraduate Teaching and the cluster leads about the other challenges that the Graduate School was facing. These challenges included: managing the growth in PGT numbers; managing the growth of programmes and microcredential courses; encouraging student engagement with Online Distance Learning courses; and managing the tension between research and teaching. The Panel also noted from the RA that most of the challenges faced by the Graduate School were the result of increased recruitment and the lack of ability to accurately predict student numbers for the following year. In particular, fluctuations in student numbers had a significant impact on staff workload, the availability of dedicated lab spaces, and access to clinical skills training and placements. In order to address this, the Graduate School had collaborated with Planning Insights and Analysis (PIA) on the application of new modelling analysis to its programmes and had worked closely with External Relations to map trends. The Review Panel welcomed the Graduate School management team's openness about the challenges that it currently faced and the team's willingness to adopt new strategies to tackle these challenges, and highlighted this as an area of **good practice**.

5. The student voice

5.1 Responding to student feedback

Closure of feedback loops

5.1.1 As noted in the RA, the University's Course Evaluation Policy sets out the University's requirements for gathering, presenting and responding to feedback from students via anonymous surveys. These surveys are produced and distributed to students using EvaSys course evaluation software, which provides standardised data that can be compared across levels of organisation. The timing of surveys sent out by the Graduate School did not allow for feedback on the appropriateness of summative assessments or the usefulness of feedback provided to students, although the rationale for sending surveys to students at the end of courses was to gain insights into teaching provision outwith the assessment process. In most parts of the College, the information provided by EvaSys was regarded as a helpful measure of student engagement, and the response to student feedback provided by staff allowed students to see how their comments and concerns were being implemented in the following year or applied to future courses. However, the RA raised concerns about low completion rates due to survey fatigue, particularly when the same survey was sent for each course. Concerns were also raised that staff did not always complete Summary and Response Documents (SARDs) for students after receiving their feedback. This had led to students being unsure about whether their feedback had been acknowledged or acted upon by staff, which further impacted on student engagement with the course evaluation process.

5.1.2 In addition to course evaluation surveys, the RA noted that Staff-Student Liaison Committees (SSLCs) were used in all areas of PGT provision across the Graduate School, and that official class representatives from each programme, who were trained by the Students' Representative Council (SRC), regularly met with programme teams. These meetings were usually productive, particularly when student representatives had the opportunity to gather feedback from fellow students on their programme prior to the

meeting. SSLC meetings for Online Distance Learning (ODL) programmes had always taken place via Zoom. However, student engagement with SSLCs on these programmes had not been as good as for face-to-face programmes, and some programmes had experienced difficulties recruiting student representatives. This, in turn, had made it difficult for staff to engage with students on these programmes.

- 5.1.3 SSLCs and the closure of feedback loops was discussed in the meeting with PGT students. Students informed the Review Panel that they were satisfied with the operation of SSLCs and that the number of SSLC meetings held over the course of their programme had been sufficient. Students also suggested to the Panel that it might be helpful to send course evaluation surveys out to students in the middle of each course, rather than at the end, to allow staff to address student concerns prior to the course finishing.
- 5.1.4 While the Panel agreed that students were generally content with the operation of SSLCs, the Panel noted from the documentation provided by the Graduate School that the availability of SSLC minutes was only partially satisfactory. In particular, the Panel noted that some programmes in the Health & Wellbeing Cluster had returned no SSLC minutes, and that the majority of programmes in the Medical Professions Cluster had returned no SSLC minutes. However, it was unclear whether the absence of these minutes was the result of meetings not taking place or of minutes not being recorded and stored centrally. Echoing the comments made in the RA, the Panel also noted that some programmes had not produced SARDs in response to student feedback and that response rates for course evaluation surveys had been variable across programmes. Therefore, the Review Panel **recommends** that the Graduate School liaises with the Senate Office to develop a strategy for increasing student response rates for EvaSys course evaluation surveys, and that the Graduate School explores the possibility of sending mid-semester surveys to students to enhance student engagement. To facilitate the closure of feedback loops, the Review Panel also **recommends** that the Graduate School develops a mechanism to ensure that Summary and Response Documents are completed for all courses and that SSLC minutes are recorded and stored centrally for every programme. The Graduate School should also ensure that there is effective communication of the actions taken in response to feedback to both students and staff.

6. Supporting student wellbeing

6.1 Student support mechanisms

Administrative support

- 6.1.1 As noted in the RA and at the meeting with MPA staff, administrative staff acted as a central contact point for students, and named administrators were in place for each programme to make it easier for students to direct any non-academic questions to members of the MVLS Graduate School administration team. The centralised team were also trained to signpost students to other relevant University support services if their problems could not be resolved locally. The Review Panel noted that the appointment of dedicated administrators for each programme helped to ensure continuity of support for students and teaching staff, and highlighted this as an example of **good practice** in the Graduate School.
- 6.1.2 At the meeting with teaching staff, the Panel also received positive feedback about the dedication and level of support that they had received from the Graduate School administration team. The positive role played by members of the administration team was further illustrated at the meeting with MPA staff, where the Panel observed that staff were enthusiastic and committed to enhancing the student experience - an approach that was demonstrated by the leading role played by MPA staff in the

development of the Graduate Skills Award and the Postgraduate Information Hub webpage. Therefore, the Review Panel identified the quality of administrative support as another area of **good practice** in the Graduate School.

- 6.1.3 However, the RA acknowledged that one potential issue with this approach to organising administrative support was that students became overly dependent on individual members of MPA staff for support with mental health issues, instead of seeking the appropriate medical support or support from University services such as Counselling and Psychological Services (CAPS). This was highlighted as an issue in the 2019 PSR report for the Biomedical Sciences and Animal & Plant Sciences clusters. Since that PSR, a number of changes had been made in the Graduate School to address this. The University had also introduced a network of Student Support Officers who worked in partnership with key student services to provide guidance to students on issues such as accessing CAPS, accessing support for disabilities, and strategies for improving health and wellbeing. At the meeting with the Dean of Postgraduate Teaching, the Review Panel was informed that the Graduate School would be allocated a 0.5FTE post in this area shortly.
- 6.1.4 In the meeting with MPA staff, staff raised concerns that they were spending considerable amounts of time responding to student queries relating to issues such as student welfare, mental health support, and financial support. Although staff were eager to help students and provide emotional and pastoral support, the increased number of student queries had resulted in some staff becoming overstretched. The Panel acknowledged the efforts of MPA staff to support their students but agreed that it was not sustainable for members of MPA staff to respond to large numbers of student queries. The Panel also noted that the appointment of a Student Support Officer in the Graduate School would help to relieve some of the pressure on MPA staff and clarify the lines of responsibility for student support. Therefore, the Review Panel **recommends** that the College clarifies the lines of responsibility for student support in the Graduate School, including ensuring that the new Student Support Officer role interfaces effectively with Graduate School MPA staff and University student support services.

Postgraduate Information Hub webpage

- 6.1.5 As noted in the RA and at the meeting with MPA staff, administrative staff were the main point of contact for pre-arrival students after they had accepted their offer from Glasgow. As a result, administrative staff responded to a range of student queries on topics such as accommodation, visas and travel. In response to this, and to the disruption caused to students by the COVID-19 Pandemic, the Graduate School had developed a 'Postgraduate Information Hub' webpage. This page provided a forum for prospective students to obtain information about the University and contained key dates and recordings of Q&A sessions with programme teams for each programme. Since its introduction, the Postgraduate Information Hub webpage had received positive feedback from students, and the webpage had been regularly updated to ensure that students had access to the most up-to-date information. The Review Panel agreed that the Postgraduate Information Hub webpage was a valuable resource, which provided prospective students with access to key pieces of information to assist with their transition to postgraduate studies at Glasgow. The Panel also noted that the webpage would allow students to receive swift answers to their questions and help to reduce the number of queries received by members of MPA staff. Therefore, the Review Panel **commends** the Graduate School for developing the Postgraduate Information Hub webpage.

6.2 Retention and progression

- 6.2.1 The RA stated that retention rates were high across all PGT programmes, although there had been a few instances of students withdrawing due to the disruption caused by the COVID-19 Pandemic, particularly on clinical programmes where students were required to return to their NHS front line positions as part of the COVID-19 response.
- 6.2.2 The RA also stated that the mean pass rate for PGT courses in the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters was 93% (93% for Health & Wellbeing; 96% for Medical & Clinical Sciences; and 91% for Medical Professions) in the 2019-20 academic session and that this was in line with the University as a whole.

7. Summary and conclusions

7.1 Key strengths

The Review Panel identified the following areas as key strengths:

- The Graduate School's organisational structure.
- The range of collaborations between Graduate School programmes and external partners.
- The range of PGT subject provision offered across Graduate School programmes and the willingness of academic staff to identify and market opportunities for programme development in response to external demand and the Graduate School's strategic aims.
- The development of a 'Graduate Skills Award' to enhance graduate attributes.
- The employment of four Learning, Teaching & Scholarship staff and 12 new fixed-term teaching positions to enhance the quality of teaching provision across the PGT portfolio.
- The development of a Postgraduate Information Hub webpage.
- The range of authentic assessments offered to students by Graduate School staff and the willingness of staff to use the lessons learned from the COVID-19 Pandemic to redesign assessments.
- The Graduate School management team's openness to facing challenges.
- The dedication of academic staff running Graduate School programmes and courses.
- The quality and commitment of administrative support staff, and the appointment of dedicated administrators for each programme.

7.2 Areas for enhancement

The Review Panel highlighted the following areas as opportunities for further work:

- Communication of the Graduate School's plans for student and programme growth to ensure that administrative, staffing or teaching issues can be identified at an earlier stage.
- The provision of careers advice to students and the use of existing external and professional linkages to enhance graduate attributes.
- Support for the Graduate Skills Award.

- Use of authentic assessments more consistently across the PGT portfolio, reduction in the use of high stakes assessments, and the alignment of assessment outcomes and feedback.
- Boosting the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes.
- Reinforcing the value of teaching and the importance of PGT provision in Schools and Research Institutes.
- Enhancing the successful closure of student feedback loops and improving communication about routes to closure to students and staff.
- Clarifying the lines of responsibility for student support in the Graduate School.

Specific recommendations addressing these areas for work are listed in the table below, as are a number of further recommendations on particular matters.

7.3 Conclusion

The Review Panel concluded that the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters were committed to enhancing the quality of teaching provision across their programmes. In particular, the Panel recognised the significant work that had been undertaken by the Graduate School since 2012, including the development of an organisational structure that has impacted positively on programme development, academic governance, quality assurance and decision making. The Panel also recognised the Graduate School's commitment to developing students' graduate attributes and enhancing the quality of teaching provision across its PGT portfolio through the introduction of a 'Graduate Skills Award', the employment of four Learning, Teaching & Scholarship staff and 12 fixed-term teaching staff, and through the provision of authentic assessment opportunities. Furthermore, the Panel acknowledged the efforts that the Graduate School had made to support students through dedicated administrative support and through the development of a Postgraduate Information Hub webpage. The Panel has made a number of recommendations, identifying opportunities for the Graduate School to further enhance the quality of its learning and teaching provision. However, these recommendations should not detract from the Panel's overall view of a well-functioning Graduate School and the Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions clusters as highly successful components of its portfolio of taught programmes.

8. Commendations

The Review Panel commends the MVLS Graduate School on the following, which are listed **in order of appearance** in this report:

Commendation 1

The Review Panel **commends** the Graduate School's organisational structure and recognises the positive impact that this has had on programme development, academic governance, quality assurance and decision making. [Paragraph 3.3.3]

Commendation 2

The Review Panel **commends** the range of collaborations between Graduate School programmes and external partners, and the involvement of affiliate staff in teaching on professional programmes. [Paragraph 4.1.4]

Commendation 3

The Review Panel **commends** the Graduate School for the development of a 'Graduate Skills Award', which provides PGT students with a range of skills and training activities to enhance graduate attributes and employability. [Paragraph 4.1.7]

Commendation 4

The Review Panel **commends** the Graduate School for employing four Learning, Teaching & Scholarship staff and creating 12 new fixed-term teaching positions, and for using these staff strategically to develop teaching materials, design new programmes and enhance the quality of teaching provision across the PGT portfolio. [Paragraph 4.3.7]

Commendation 5

The Review Panel **commends** the Graduate School for developing the Postgraduate Information Hub webpage. [Paragraph 6.1.5]

9. Good practice

- The range of authentic assessments offered to students. [Paragraph 4.2.3]
- The Graduate School's willingness to use some of the lessons learned during the COVID-19 Pandemic to redesign assessments and enhance future teaching provision. [Paragraph 4.5.4]
- The Graduate School management team's openness to facing challenges. [Paragraph 4.5.5]
- Appointment of dedicated administrators for each programme. [Paragraph 6.1.1]
- The quality of administrative support. [Paragraph 6.1.2]

10. Recommendations for further enhancement

10.1.1 The recommendations for enhancement detailed in the table below are aligned to the four key thematic sections of the Reflective Analysis as follows, with the recommendations listed in order of priority within each section:

- Strategy for development
- Learning and teaching and enhancement
- The student voice
- Supporting student wellbeing

Periodic Subject Review of MVLS Graduate School Health & Wellbeing, Medical & Clinical Sciences, and Medical Professions Clusters

RECOMMENDATIONS

THEMATIC ACTIVITY: (Section 1: Strategy for development)	Enhancement benefits	For the attention of	For information
<i>Communication of Graduate School's strategy for growth</i>			
The Review Panel recommends that the Graduate School, in conjunction with the College Management Group, develops mechanisms to ensure that teaching and MPA staff are appropriately consulted and involved in the Graduate School's planning for student and programme growth as part of the annual planning process.	Improved communication, creating the opportunity for more effective alignment of resources with the Graduate School teaching portfolio leading to an enhanced student and staff experience.	Dean of Postgraduate Teaching, Alison Wallace (MVLS College Head of Academic & Student Administration), and College Management Group	Head of College
THEMATIC ACTIVITY: (Section 2: Learning and teaching enhancement)	Enhancement benefits	For the attention of	For information
<i>Developing graduate attributes</i>			
The Review Panel recommends that the Graduate School should review the provision of careers advice given to students, particularly in relation to non-academic careers and the timing of guidance, to meet the specific needs of students.	Enhances graduate attributes and employability. Allows students to make strategic decisions about which courses to take. Gives students a sense of the range of career opportunities available.	Dean of Postgraduate Teaching, and Cluster Leads	Careers Service
The Review Panel recommends that the Graduate School should consider how more value might be derived from existing external and professional linkages in order to further enhance Graduate School programmes.	Enhances graduate attributes and employability. Gives students a sense of the range of career opportunities available.	Dean of Postgraduate Teaching, Cluster Leads, and affiliate staff	

<i>Graduate Skills Award</i>			
The Review Panel recommends that the Graduate School evaluates the current level of support for the Graduate Skills Award to ensure its future sustainability and long-term success.	Enhances graduate attributes and employability.	Dean of Postgraduate Teaching, Cluster Leads, Alison Wallace (MVLS College Head of Academic & Student Administration), and Tracy Maxwell (MVLS PGT Academic Governance Manager)	
<i>Assessment and feedback</i>			
The Review Panel recommends that the Graduate School should build on the excellent existing examples of authentic assessment to deploy these types of assessment more pervasively across the portfolio.	Enhances graduate attributes and employability. Provides students with more opportunities to demonstrate their attainment of the intended learning outcomes. Provides students with a more varied learning experience.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service
The Review Panel recommends that the Graduate School should draw on the lessons learned during the COVID-19 Pandemic to encourage a move away from high-stakes assessments towards types of assessment that align more closely with intended learning outcomes and ensure the effective development of subject expertise.	Reduces the emphasis on high-stakes assessments. Provides students with more opportunities to demonstrate their attainment of the intended learning outcomes.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service
The Review Panel recommends that the Graduate School ensures that assessment outcomes and feedback are consistently aligned to the grade related criteria across all programmes and that consideration be given as to how feed forward could effectively be used to support student development.	Allows students to learn from their feedback and improve the quality of their work.	Dean of Postgraduate Teaching, Cluster Leads, and Graduate School Learning, Teaching & Scholarship staff	Learning Enhancement & Academic Development Service

<i>Mentoring and support for staff</i>			
The Review Panel recommends that the Graduate School reviews, with a view to strengthening, the effectiveness and consistency of formal mentoring and local support for all staff engaged in teaching on Graduate School programmes, including early-career staff, Learning, Teaching & Scholarship staff, and affiliate staff, to assure the quality of the student learning experience across the portfolio.	Improves career development opportunities for staff. Allows staff to further develop their teaching skills. Reduces pressure on staff teaching on programmes.	Dean of Postgraduate Teaching, and Cluster Leads	Learning Enhancement & Academic Development Service
<i>Reinforcing the value of postgraduate teaching</i>			
The Review Panel recommends that the College Management Group develops and deploys further mechanisms to reinforce the value of teaching in Research Institutes in order to underpin the high quality portfolio of programmes currently offered by the Graduate School.	Reinforces the value of postgraduate teaching in Research Institutes. Allows staff to receive greater recognition for teaching and programme development in the Performance and Development Review, and Promotions processes. Enhances the quality of teaching on Graduate School programmes. Ensures that more staff are involved with teaching on PGT programmes and reduces pressure on staff currently involved with teaching.	Head of College and College Management Group	Professor Moira Fischbacher-Smith (Vice-Principal, Learning & Teaching)
The Review Panel recommends that the College Management Group takes action to dispel any perceptions within the College that PGT programmes are of less importance than UG programmes.	Reinforces the value of postgraduate teaching in Schools and Research Institutes. Enhances the quality of teaching on Graduate School programmes. Allows staff to receive greater recognition for teaching and programme development in the Performance and Development Review, and Promotions processes.	Head of College and College Management Group	Professor Moira Fischbacher-Smith (Vice-Principal, Learning & Teaching)

THEMATIC ACTIVITY: (Section 3: The student voice)	Enhancement benefits	For the attention of	For information
<i>Closure of feedback loops</i>			
<p>The Review Panel recommends that the Graduate School liaises with the Senate Office to develop a strategy for increasing student response rates for EvaSys course evaluation surveys, and that the Graduate School explores the possibility of sending mid-semester surveys to students to enhance student engagement. To facilitate the closure of feedback loops, the Review Panel also recommends that the Graduate School develops a mechanism to ensure that Summary and Response Documents are completed for all courses and that SSLC minutes are recorded and stored centrally for every programme. The Graduate School should also ensure that there is effective communication of the actions taken in response to feedback to both students and staff.</p>	<p>Improves response rates for course evaluation surveys and ensures that a more representative sample of student feedback is received.</p> <p>Allows staff to make changes to programmes in response to student feedback.</p> <p>Allows staff to demonstrate how they have responded to student feedback.</p> <p>Enhances student engagement with programmes.</p>	<p>Dean of Postgraduate Teaching, Linda Atkinson (PGT Manager, MVLS Graduate School), Tracy Maxwell (MVLS PGT Academic Governance Manager) and Richard Lowdon (Senate Office)</p>	
THEMATIC ACTIVITY: (Section 4: Supporting student wellbeing)	Enhancement benefits	For the attention of	For information
<i>Student wellbeing support</i>			
<p>The Review Panel recommends that the College clarifies the lines of responsibility for student support in the Graduate School, including ensuring that the new Student Support Officer role interfaces effectively with Graduate School MPA staff and University student support services.</p>	<p>Improves the quality of mental health support provided to students.</p> <p>Reduces the pressure on MPA staff.</p> <p>Clarifies the lines of responsibility for student support amongst staff in the Graduate School.</p> <p>Provides students with greater clarity about who to contact for support.</p>	<p>Dean of Postgraduate Teaching, Alison Wallace (MVLS College Head of Academic & Student Administration) and the new Student Support Officer</p>	<p>Counselling & Psychological Services</p>