

University of Glasgow

Academic Standards Committee – Friday 28 January 2022

Periodic Subject Review: Review of the School of Nursing & Health Care held on 16 – 17 June 2021

Robbie Mulholland, Clerk to the Review Panel

Review Panel:

Convener	Professor Moira Fischbacher-Smith
External Subject Specialist, University of Edinburgh	Dr Elaine Haycock-Stuart
Student Representative Council (SRC)	Ms Stephanie Mason
Cognate Member	Ms Samantha Fontaine
Elected Member from the University Court	Professor Nick Hill
Learning Enhancement & Academic Development Service	Dr Kim Wilder-Davis
Clerk	Mr Robbie Mulholland, Senate Office

1. OUTCOME

- 1.1 The Panel **confirmed** there were no concerns regarding the academic standards of programmes delivered by the School of Nursing & Health Care (N&HC) and recommended the validation of all programmes for a further six years.
- 1.2 The Panel **confirmed** that nothing was raised as a concern during the Periodic Subject Review (PSR) that had not already been identified by the School.
- 1.3 The Panel **confirmed** the School had a transparent and academic governance and quality assurance structure which aligns to the University regulatory framework.

2. SUMMARY AND CONTEXT

- 2.1 The Nursing & Health Care School along with the Undergraduate Medical School; the Dental School; and Forensic Medicine and Science comprises the School of Medicine, Dentistry & Nursing, within the College of Medical, Veterinary & Life Sciences. The previous Periodic Subject Review (PSR) was undertaken in December 2013. The Convener confirmed that she was satisfied with the actions which N&HC had taken against the recommendations from the last PSR, the details of which had been submitted to Academic Standards Committee (ASC) at its April and November 2015 meetings. The Convener confirmed that the information provided by the School in advance of the current review was satisfactory and the Panel was assured regarding the academic standards of programmes delivered by the School. The focus of the current review was therefore on enhancement.
- 2.2 The Convener noted that resource allocation fell out with the remit of PSR, however there was an expectation that actions required against recommendations which necessitated additional resources would be taken forward in collaboration with relevant University central support services as required.
- 2.3 The Reflective Analysis (RA) confirmed that the original date set for the N&HC PSR (March 2020) had coincided with the Nursing & Midwifery Council (NMC) programme approval process and this had resulted in the postponement of the PSR. The impact of the Covid-19 pandemic had resulted in a further postponement. The on-going

pandemic meant that the PSR was taking place at a time when teaching delivery had moved online and most students and staff were working remotely.

The Convener acknowledged that the Bachelor of Nursing (BN) was a professional programme which involved students undertaking clinical placements in hospital and community settings from Year 1. She noted that, owing to the pandemic, students had undertaken clinical placements in what were often highly challenging and unprecedented circumstances. She paid tribute to the professional manner in which students had responded and also acknowledged the commendable efforts of academic and clinical staff in supporting students through such a demanding time.

Range of Provision Under Review

2.4 The RA confirmed that the range of provision under review was as below:

- Undergraduate pre-registration programme;
- Bachelor of Nursing Honours Degree (BN (Hons): full time over 4 years (exit possible at end of Year 3 with a BN Ordinary degree);
- Trans-National Education (TNE): Joint Singapore Institute of Technology (SIT) /University of Glasgow BSc Honours in Nursing: full time over 2 years – students enter the programme with a Diploma in Nursing and are already registered as a nurse with the Singapore Nursing Board

Undergraduate Post-registration programmes:

- Graduate Diploma in Specialist Lymphoedema Management: part time over two years with possible exit awards of Graduate Certificate in Lymphoedema Management or Specialist Lymphoedema Management - each over one year;
- Graduate Certificate: Burns & Plastics Surgery Care for Adults and Paediatrics: part-time over one year.

Staff, Student and External Participation

2.5 The staff the Panel met with included the Acting Head of the School of N&HC; the BN Programme Lead; those staff in key academic roles (including those from SIT Singapore), Early Career staff and professional and support staff. The Panel also met with several Service Users and Service Representatives.

2.6 The Panel met with undergraduate students from Years 1, 2, 3, and 4 from the BN programme and four students from SIT/UofG Singapore. From comments made throughout the day, the Panel formed the impression that the culture within the School was highly collegiate and supportive and benefitted from a hard-working and highly committed staff. The students the Panel met with felt highly valued as individual learners and student nurses.

School Preparation for PSR

2.7 The Reflective Analysis (RA) was written by the Head of Nursing & Health Care with input from departmental academic and administrative staff, including the N & H C Deputy Head and the BN (Honours) Programme Director. Other staff assisted with the provision of data and programme-specific information.

Student and Staff Numbers and Profile

2.8 The RA confirmed that the BN student numbers by year of programme (i.e. students enrolled on courses at year end) were as follows:

	Term			
Course Level	2017	2018	2019	2020
Level 1	40	40	59	58
Level 2	47	38	36	58
Level 3	42	44	37	36
Level 4	36	24	30	27
Grand Total	165	146	162	179

- 2.9 The Panel noted that the School of Nursing & Health Care had 19 members of academic staff and one vacancy - this being the equivalent to 15 WTEs. Two academic staff were University of Glasgow staff based in Singapore and two additional staff were research-only staff. This was an approximate increase of three academic members of staff (2.6WTE) since the last PSR.
- 2.10 The Panel noted the reference in the RA (P.14) that 'the percentage of male nursing students in Scotland is between 8-10% and this figure has been stable over the last 10 years. The BN (Honours) programme has, in the main, met or exceeded this figure in admissions over the past five years and efforts continue to promote nursing as an attractive career option for men'. The Panel noted that staff members from the BN (Honours) programme participated in national activities to address the gender gap. The Panel was advised that the School's attempts to increase male entrants to the programme aligned with the aims of the University's Equality & Diversity Strategy.
- 2.11 The Panel noted from the RA (P.46) that progression rates on the BN programme were generally good at all levels and academic failure rates were low. The main point at which students were likely to withdraw was in the period when students moved from Year 1 to Year 2. The School had identified a number of possible factors as to why attrition might be most prevalent at this point, but it continued to monitor the matter with a view to establishing a more comprehensive analysis.

3. OVERVIEW

Strategy for Development

- 3.1 The Panel noted that N&HC was an independent School within a larger tripartite School. The Acting Head of School considered that its location structurally brought benefits for the School in that it could access certain additional funding and resources which were available to the bigger School; share resources and skill sets; and also influence strategic direction through committee participation (i.e. the College of MVLS group formed to develop the College Learning & Teaching Strategy).
- 3.2 The Panel acknowledged the School's ability to maintain managed growth in the face of increased student numbers and challenges around staff capacity.
- 3.3 The Panel **commends** the School for its highly collegiate and supportive learning environment.
- The Panel **commends** the School for its excellent staff survey results which evidenced a shared team ethos and collective sense of ownership of learning and teaching, and of the student experience more broadly.
- 3.4 In discussion with the Acting Head of School and key staff, the Panel acknowledged that there was clear evidence of a strong collegiate ethos within the School. However, in discussion around matters such as the balance between academic leadership and administration, and opportunities to streamline and better coordinate existing School activities, it formed the impression that there was some scope for the development of enhanced strategic leadership and organisational oversight. The Panel **strongly**

recommends that the School of Nursing & Health Care reviews its existing arrangements regarding strategic leadership and organisational oversight. This with a view to providing greater clarity, awareness and sustainability around issues such as academic leadership, staff roles and responsibilities, decision making, succession planning and configuration of administrative support. This should extend to include arrangements for SIT programme leadership where appropriate.

Strategy and Resources

- 3.5 The Panel noted the various steps the School had taken to try to ensure that the necessary resources and supporting measures were in place to support strategic goals. This included, for instance, attempts to balance staff workload at the beginning of each academic session in matters such as the distribution of PhD supervision, and deriving information and support from the PGT clusters on planning matters. In this regard, the Panel identified Nursing's adoption of a Forward Planning Day as a forum for the sharing and exchange of information with regard to strategic and operational matters as an example of **good practice**.
- 3.6 The Panel acknowledged that there were some areas of strategic oversight regarding which the School had no authority e.g., undergraduate admissions targets. However, the Panel was of the opinion that there were several other matters within the gift of the School which would benefit from greater strategic input. This included how service teaching provision from other academic units was secured and coordinated; and how management information (i.e. the Qlikview information dashboard) could be used to inform strategic decision-making. The Convener undertook to discuss this latter point with the Acting Head of School outside of the review. The Panel **strongly recommends** that the School, in partnership with the leadership team of the School of Medicine and Dentistry, reviews current practice with regard to how service teaching provision from other academic units is secured and coordinated. This with a view to putting in place a more systematic and sustainable model for engaging these services going forward, and one which ensures that future teaching delivery continues to align with strategic academic goals and professional body requirements concerning curricula.
- 3.7 The Panel noted that several staff held multiple roles. The Panel formed the impression from comments made during the course of the review, that, in some instances, the specific responsibilities of some staff roles appeared to be somewhat unclear. The Panel considered it important that the nature and boundaries of individual roles be very clear. The Panel **recommends** that the School clarifies and defines the roles and responsibilities of its key staff such as, but not limited to, Programme Leads, Year Leads and Course Leads. This being with a view to tightening boundaries around specific roles, setting expectations with regard to the division of labour in areas of shared responsibility and where possible, reducing the coordination costs associated with individuals holding multiple roles.
- 3.8 The Panel was advised that the clinical skills facility which the School used at the Queen Elizabeth University Hospital (QEUH) had been requisitioned for use as laboratory space as part of the response to the Covid-19 pandemic. The Panel was assured that the School had obtained access to adequate alternative clinical facilities, including at the Wolfson Building and at the Louisa Jordan facility, although this was not used. The Panel was advised that the many challenges posed by the pandemic had the effect of helping to develop students' awareness of Inter Professional Learning (IPL).
- 3.9 The NMC had introduced revised nursing standards in 2018 and the Chief Nurse for Scotland had adopted a 'Once for Scotland' approach to their implementation. The 'Once for Scotland' approach refers to collaborative practices, adopted by the Chief Nurse for Scotland and which took place between HEIs and NHS boards, to

standardise processes and documentation where possible e.g., practice placement assessment documents (PADs), practice supervision and practice assessment arrangements. Following the introduction of the revised NMC standards, the University's BN programme was the only pre-registration nursing programme in Scotland to be re-validated by the NMC (in July 2020) with no conditions attached. The Panel identified Nursing and Health Care's willingness to engage with national agendas around strategic matters in the health care system in the context of the NHS Scotland 'Once for Scotland' initiative as an example of **good practice**.

Early Career Academic Staff

- 3.10 All new staff undertook an induction programme on taking up post and were assigned a member of Nursing staff to mentor them. Staff on the Early Career Development Programme (ECDP) also had a mentor from elsewhere in the College while participating in the programme. The Panel heard from several early career staff who felt well supported by the School and several confirmed that the chance to benefit from the opportunities available to early career staff had been part of their motivation to move to the School. The Panel noted that staff on the ECDP were not provided with ring-fenced time for key activities (such as research or scholarship). The Panel considered that it was important that all staff and academic leadership were able to manage and quantify workload. The Panel **recommends** that the School considers the introduction of a workload model to help quantify and manage staff workload, and also the allocation of protected time for early career staff undertaking the PgCAP qualification. [See also section 3.5]. In proposing this, the Panel notes that a workload model is not a solution to workload challenges and can at times become over-complicated. Examples of practice elsewhere in the University should be considered before anything is introduced within the School. The Panel noted that there were no Graduate Teaching Assistants (GTAs) in N&HC.

4. LEARNING, TEACHING AND ENHANCEMENT

- 4.1 From comments expressed by students and staff throughout the Review, the Panel concluded that the teaching and learning environment within N&HC was very supportive, student-centred and one which made students feel highly valued as learners. Staff were hard-working, passionate about their subject and gave of their time generously to students and colleagues. The Panel noted the School's continuing high league table rankings in 2021. Although some metrics in the National Student Survey went down, overall satisfaction with respect to the School increased by 0.7% to 90.3% and the Panel noted the very high regard in which the School is held by students.
- 4.2 The Panel was of the opinion that several key aspects of the approach to learning and teaching on the BN programme helped to set it apart from other nursing programmes in the sector. This included the extent to which the School embedded clinical placements in the BN curriculum (50%); used subject experts from other academic areas of the University to teach right across the range of the BN curriculum; and included a strong scientific element at the core of the curriculum. The Panel **commends** the School's use of external speakers which brought a valuable source of externality to the School's learning environment and provided students with access to professional role models. The Panel invited the School to ensure that the content of material presented by external speakers was not replicated elsewhere in the curriculum, and also that it mapped clearly to ILOs, and where appropriate at Programme level, to NMC proficiencies.
- 4.3 The Panel reflected positively on the Schools willingness to draw on, and share, best practice in learning and teaching from other areas in the University. Cross-fertilisation of ideas regarding learning, teaching and innovation were encouraged through a range

of College and School committees, and academic cross-over took place in mentoring and the PDR process. Close academic collaboration took place with School of Life Sciences colleagues and liaison with service representatives and other stakeholders was a feature of learning in clinical settings.

The Panel heard from several members of staff and students that the School's adoption of a greater range of IT platforms such as Teams and the Cloud following the onset of the pandemic had greatly helped the School to innovate and consider new learning and teaching delivery options. This had particularly helped to support collaborative working between N&HC and Life Sciences colleagues and was an area that Nursing intended to build on in the future. SIT had also moved all delivery online during the pandemic and their introduction of Zoom technology had helped bring the two institutions closer together to collaborate meaningfully in many aspects of learning and teaching. The Panel **commends** the School for the manner in which it has expanded its use of online technology to facilitate communication and the sharing of best practice with colleagues at SIT.

- 4.4 The RA (P.27) states that 'the nature of nursing programmes/courses means that active learning approaches are integral as the skills, procedures and proficiencies that are required to be demonstrated take practice'. The School used real-life learning and teaching scenarios extensively and encouraged group-work and collaborative learning. The Panel noted that the BN Nursing curriculum comprised 50% clinical practice and 50% classroom-based learning. All the students and staff the panel met with considered that this was one of the main strengths of the programme and they welcomed the many opportunities for self-directed and reflective learning which it presented. Students based in both Glasgow and Singapore spoke highly of the value of learning about the professional career journeys undertaken by external speakers and service representatives, something which encouraged students to reflect on their own future career paths.

The Panel **recommends** that the School work closely with students to review and address the following specific areas that arose during the review in relation to teaching and/or programme design: time creep of online classes; effective design of pre-recorded lectures; effectiveness and visibility of communications around closing the feedback loop (such as the 'We Said, You Did' communications); diversity of case studies used in skills/clinical sessions.

Strategic Development of Learning and Teaching

- 4.5 The Panel noted that the strategic development of learning and teaching in Nursing had to take account of several different factors, which included: University requirements; professional requirements of the NMC; developments in clinical nursing practice, and a range of professional stakeholder interests. The Panel acknowledged the many challenges that this process of continual scrutiny presented, and it congratulated Nursing on managing to balance these competing interests so effectively.
- 4.6 The BN (Honours) Programme was approved by the Nursing & Midwifery Council (NMC) in session 2019-20 following an approval process that extended over 18 months. The Panel noted that, at University level, developments in learning and teaching in Nursing would draw on the principles of the new University Learning & Teaching Strategy. The RA (P.20) notes that 'Nursing lack(s) a clear strategic plan which is cognisant of both teaching and learning and research activity' and it would refresh its current strategic objectives in the light of the College Learning & Teaching Strategy which was under development. The Panel welcomes this development and suggests the School takes account of relevant observations in this report in shaping the strategy going forward.

Curriculum Review and Development

- 4.7 The Panel noted that the NMC re-approval exercise of the BN programme involved a substantial curriculum review and development process. The RA (P.23) notes that 'a separate Curriculum Development Group was formed with representation from students, practice learning staff, service-users and carers and professional nursing leaders'. The Panel congratulates the School on the collaborative manner in which this review was undertaken. The Panel was pleased to note that the School took account of students' views in developing the curriculum, for example the creation of a mental health clinical placement, in response to student demand. The Panel agreed with the views of most of the students and staff they met with that the 50:50 split in the curriculum between clinical learning environment and classroom-based learning was one of the most valuable features of the BN programme. Although the 50:50 balance of theory and practice is a requirement of the NMC, the Panel **commends** the School for being one of a few institutions to have managed that balance in practice and in a way that students recognise.

The Panel was also pleased to note the range of different styles of teaching which Nursing employed depending on the subject in question and teaching approach required. The Panel also acknowledged the School's efforts to create a research-informed curriculum. The Panel **commends** the School for the manner in which it has drawn on the skills and expertise of the following to support curriculum development and delivery: individual subject experts who teach across the curriculum; service users and service representatives; clinical placement staff; and external speakers.

- 4.8 The Panel was not entirely clear if students were aware of how what they were learning linked to graduate attributes but the Panel was satisfied that it could see where graduate attributes were demonstrated in the curriculum. The Panel **encourages** the School to be more explicit about graduate attributes and how they are being achieved across the programme by strengthening reference to them in handbooks and in Moodle.

Enhanced Technology and Working Remotely

- 4.9 The Panel noted that one of the outputs from the curriculum review process which had taken place as part of the NMC re-approval exercise was the development of the Technology Enhanced and Simulation-based Learning Policy. This set out how technology and simulation were utilised in Nursing and was the main policy context within which developments in learning technology in Nursing took place. The Panel was advised that the level of digital literacy amongst staff and students in the School was variable and the School was taking advantage of several opportunities to upskill, particularly in the light of the increased use of hybrid learning during the pandemic. The School had prepared for the transition to online learning by participating in digital development sessions run by the College's Digital Education Team and also building digital training into student induction sessions. The Panel was pleased to note the School's enhanced use of platforms such as Teams, Zoom, NES Turas online, and QMPLE (which is the national placement platform). The Panel **commends** the School for the manner in which it has expanded its use of online technology to facilitate communication and the sharing of best practice with colleagues at SIT.
- 4.10 The Panel noted that students had benefitted from activities such as podcasts; short pre-recorded lectures; workbooks linked to Zoom presentations; videos from service users; and the use of the Moodle common-room. Several students reported that these and other developments had helped to prevent social isolation of students working remotely during lockdown. Most students the Panel met with looked forward to the time when face-to-face teaching could resume. The Panel noted the considerable efforts which the School had made to support the move to online learning but noted comments from several members of staff welcoming more support for developing

learning technology skills. The Panel **encourages** the School to review its move to online learning to ascertain which aspects of enhanced technology that had emerged in the pandemic it would wish to take forward with a view to supporting greater curriculum innovation and flexibility.

Internationalisation and Study Abroad

University of Glasgow-Singapore Institute of Technology (SIT) Joint BSc Programme:

- 4.11 The Panel noted that the Joint SIT-University of Glasgow BSc (Honours) in Nursing programme was in its fifth year of delivery and it had been successfully re-accredited by the Singapore Nursing Board (SNB) in January 2020, for a further 5 years. The Panel acknowledged the difficulties of establishing a joint programme across different countries - and managing it in the face of a global pandemic. The Panel noted that some instances had occurred where different expectations had emerged across the 2 institutions with regard to academic regulations and maintenance of academic standards, but the University had been able to manage these successfully to date. Another challenge concerned the Partner's wish that teaching on the programme be delivered by fly-in/fly-out UoG staff or UoG staff based in Singapore rather than using online delivery. However, the general expansion of online delivery during the pandemic had shown that new models of delivery were possible. Noting that the current Singapore-based UoG Programme Director was due to retire in under two years, the Panel **encourages** the School to give early and close consideration to the role and responsibilities of this post, related matters around succession planning going forward and the related need for continuity of oversight and development of the educational approach.
- 4.12 Both the SIT staff and students the Panel met with expressed great enthusiasm for their studies and the partnership with the University. Students and staff talked highly of one another and pointed to the shared sense of collegiality and purpose within the SIT community and the rich cultural diversity which existed in Singapore. They also considered the Overseas Immersion Programme (OIP) in Glasgow (which was cancelled in 2020) as being one of the highlights of their learning journey. The Panel **commends** the School on its positive engagement with the Joint SIT-UoG BSc (Honours) Nursing Overseas Immersion Programme (OIP). The Panel **commends** the School on the importance it attaches to induction and transition activities for the joint SIT-UoG BSc (Honours) Nursing programme.
- 4.13 The Panel was pleased to hear students report on the extent to which research-informed teaching was incorporated in the curriculum and also that students found virtually no difference between the teaching styles of Glasgow-based staff and Singapore-based staff. Several students and staff the Panel met with observed that despite the restrictions occasioned by the pandemic, one outcome of the enhanced online communication between SIT and the University had been the development of an enhanced sense of togetherness between staff and students of both institutions. It was hoped that this could lead to further shared learning opportunities between the two institutions in future. The Panel **recommends** that the School investigates how to maximise the benefits of the existing SIT partnership in relation to internationalisation, specifically but not exclusively in the area of virtual mobility. Possibilities include opportunities for developing joint student projects/group-work, joint work in keeping with the University's COIL initiative and forms of student exchange. The Panel **commends** the School on the success of the TNE initiative with SIT.

Assessment and Feedback

- 4.14 Some students the Panel met with commented on their workload and one student described it as 'sometimes overwhelming', their view being endorsed by others. Many noted that they had to balance online lectures, clinical placements (the timetabling of

which was subject to regular change), their jobs, private study and sometimes caring responsibilities. Many students the Panel met with expressed the view that the challenge of managing their time was exacerbated by what they perceived to be, at times, inconsistencies in approaches to marking and turn-around times for the return of assessed work, and bunching of assessments particularly when on placement. External Examiners had also commented on the matter of consistency of marking and feedback. Many of the students that the Panel met with considered that these factors made it difficult for them to feed-forward as efficiently as they would like into future assignments and also felt it negatively impacted their general work/life balance. The staff the Panel met with acknowledged the demanding nature of the programme but considered that staff feedback was good and the 15 working days turn-around time was generally met. The Panel noted that the RA (P.21) referred to 'managing student expectations concerning assessment and feedback timescales' as a challenge.

The Panel considered that there appeared to be a mis-match between student and staff expectations around assessment and feedback. The Panel **recommends** that the School, assisted by advice from colleagues in Academic and Digital Development, initiates a dialogue between relevant staff and students to address a mismatch in expectations around the following areas of assessment and feedback:

- Consistency in approaches to marking and turn-around times for the return of assessed work;
- Bunching of assessments and consequent impact on students' work/life balance particularly when on placement; and
- Mapping of assessment to ILOs.

External Engagement

- 4.15 The Panel met with a group of Service Representatives (SRs) and a group of Service Users (SUs). SRs were NHS Practice Education Facilitators who support BN (Honours) students in practice learning environments, and SUs were people who supported N&HC admissions activities and who used NHS services, or who were family carers, or who represented patient advocacy groups. The SRs the Panel met with reported on a very positive relationship with both the School and students on the BN programme. Some SRs did occasional lecturing with BN students and assisted with undergraduate admissions interviews and training. Most of the SRs had transitioned from a Mentor role within the clinical setting to a Supervisor/Assessor role. Workshops had been provided for students to assist with their understanding of the changed role of the SR. The SRs welcomed the School's openness to suggestions regarding clinical placements and other aspects of the programme, and as previously mentioned in the report, arrangements for a placement in mental health had been arranged in response to student demand. The SRs considered that, in general, the students performed very well in a clinical practice setting. The students were considered to be very well prepared for clinical placements and previous graduates from the programme had progressed to professional nursing roles very successfully.
- 4.16 The Service Users (SUs) the Panel met with commented on the high quality of the BN students they engaged with and also the excellent learning experience that the School provided. The SUs considered the students to be mature, highly committed learners and they very much appreciated the opportunity to lend their experience in support of the students and such a successful programme. Some SUs were involved in undergraduate admissions interviews for the programme and others supported the programme in other ways, i.e. in producing videos and participating in training sessions. Several students commented that they benefitted hugely from hearing about SUs' reflections on their professional life experience. The Panel **invites the School** to note a comment from one SU that the School might consider more diverse admissions

panels for the BN degree because they are currently often white, British, all-female panels.

- 4.17 The Panel agreed that the input and support provided by SRs and SUs provided a richly contextual element to the programme and served to set it apart from many other similar nursing programmes. The Panel **commends** the School on its innovative use of Service Representatives and Service Users as a means of enhancing the overall learning experience, and, in particular, the clinical skills development of BN students.
- 4.18 The Panel was pleased to note the reference in the RA (P.36) which described how, in response to an initiative by the Scottish Government, staff in N & HC were able to share 'examples of good practice concerning changes made to teaching, learning, assessment, and student support during the pandemic' with the Council of Deans of Health (CoDH) Scotland. The CoDH had then shared them with the Cabinet Secretary for Health.

Professional Accreditation

- 4.19 As noted above (para. 4.6), the BN (Honours) Programme was approved by the Nursing and Midwifery Council (NMC) in session 2019-20 in accordance with new NMC standards. The Joint SIT-UoG BSc (Honours) in Nursing programme is accredited by the Singapore Nursing Board (SNB). According to the RA (P.7), the need for the programme 'was originally identified in 2015 by the Ministry of Education in Singapore who announced that a new degree programme for nurses would be offered by SIT to cater for post-registration diploma holders to respond to the industry need articulated within the MOH's Healthcare Industry Transformation Plan'.

Staff Development and Support

- 4.20 The Panel was pleased to note the excellent results from the staff survey which showed that staff felt generally very well supported and able to draw on good opportunities for professional development. Staff took advantage of the School's location structurally to collaborate on developmental opportunities with staff from the larger School (of Medicine, Dentistry and Nursing) and the College. Staff cross-over took place in University Performance Development Review and, to some degree, in mentoring. School staff attended CPD activities, conferences and courses and benefitted from information and advice available from the Learning Enhancement & Academic Development Service (LEADS), Teaching & Learning Committees, University Good Practice guides and the Library. Whilst welcoming this, the Panel **invited the School to reflect** on the recommendation above (Para.3.4) regarding staff roles/responsibilities and strategic oversight, and how greater clarity around these matters might help to better contextualise personal development goals.
- 4.21 The Panel identified a need for N&HC to develop scholarship of learning and teaching activity – this was acknowledged by the staff the Panel met with and also in the RA (P. 48). Work had commenced on a School Scholarship Strategy but this had stalled temporarily with the onset of the Covid pandemic. The Panel **recommends** that the School progresses and implements its planned strategy for scholarship of learning and teaching at an early opportunity, with a view to further supporting staff developmental goals and to support progression on the LTS career track.

5. THE STUDENT VOICE

Responding to Student Feedback

- 5.1 The Panel noted that the School used a range of mechanisms to obtain student feedback. This included input from student representatives at Undergraduate Teaching Committee meetings; NSS outcomes; Staff Student Liaison Committees (SSLCs) meetings; end-of-course evaluations and clinical placement reflection sessions. The

School's response to feedback was communicated in several ways, including posting minutes of meetings which involved students on the Moodle Common Room, and attaching information to a physical 'You Said, We Did' notice board inside the main entrance to the Nursing building. The Panel was pleased to note that the School responded very positively to student feedback and was, for example, prepared to review/amend aspects of the curriculum, i.e., introduce a Mental Health clinical placement to take account of it. However, from discussions with students and staff, the Panel considered that there seemed to be uncertainty among students about where to locate feedback and also whether all feedback loops, say, as recorded in committee minutes on Moodle, had been closed.

Staff-Student Partnerships

- 5.2 The Panel was pleased to note that N&HC placed considerable importance on the value of staff-student partnerships beyond the normal formal channels, i.e. Staff Student Liaison Committees. It considered that staff-student partnerships brought learning communities together with a greater shared purpose - something which was particularly important in the context of the on-going pandemic. The Panel noted from the RA (P.39) that examples of this type of partnership within the School included; writing retreats; engagement with the University Nursing Society; supporting students with social and cultural events; development of a fund to support students applications for funding for various matters; and the annual McGirr lecture. Several students the Panel met with commented very positively on the activities of the University Nursing Society. The Panel **encourages** the School to consider cultivating closer ties with the University Nursing Society as a means of strengthening informal links between students and staff.

6. SUPPORTING STUDENT WELLBEING

- 6.1 The Panel was pleased to note the range of resources that were in place in the School to support student wellbeing. One student the Panel met with likened the learning environment and support network within the School to that of 'a little family', a characterisation echoed by others. Several students made particular mention of the excellent support they had received from Year Leads during the pandemic. Small class sizes were highlighted by several students as one reason why they felt so well supported by staff and fellow students. The Panel noted that the role of Adviser of Studies for the BN Nursing was mainly a pastoral one as there were no optional courses in the curriculum.
- 6.2 The Panel notes that the School had already undertaken some work around resilience building in the student body. The Panel **encourages** the School to progress this work and consider inviting the University Nursing Society to collaborate with it on this.
- 6.3 The Panel formed the impression from discussion that most students saw their main support network as being available from within the School and relied limitedly on the wider University provision. The Panel **encourages** the School to give more prominence, via enhanced sign-posting, to wellbeing resources located elsewhere (i.e., outside of Nursing and Health Care) in the University.

Student Transition

- 6.4 The Panel was satisfied with student transition arrangements which the School has in place. New students undertook an induction period on the commencement of the programme during which they were introduced to key staff. Students were provided with wide-ranging information and advice on School and University facilities, resources and support networks. Students entering the BN programme had a diverse range of academic backgrounds and induction materials were designed to reflect that. A 'Welcome Back' session was provided at the beginning of each academic year and

each semester, and a preparatory session was held in advance of all clinical placements.

- 6.5 The Panel was pleased to note the success of the Joint SIT-UoG BSc (Honours) in Nursing programme Overseas Immersion Project (OIP). The OIP enabled 'SIT students to travel to Glasgow for a four-week learning and cultural experience where they undertake an observational clinical placement within NHS Greater Glasgow and Clyde' (RA P.8). The students and staff the Panel met with spoke very highly of the OIP and considered it to be one of the unique selling points of the programme. The Panel **commends** the School's engagement with the Overseas Immersion Project (OIP).

Student Communication

- 6.6 The Panel was generally satisfied with the effectiveness of student communication in the School. However, the Panel invited the School to give consideration to some aspects of the guidance provided for students in relation to clinical placements. Students pointed out that flexibility around working patterns in clinical placements and who should be contacted to resolve issues around shifts were matters they would like more clarity on. The Panel noted that the new Quality Management of the Practice Learning Environment (QMPLE) web-based system was a useful audit tool in relation to clinical placements but it could not provide real-time information regarding working patterns and related information in relation to individual care settings. The Panel **recommends** that the School reviews its current guidance for students in relation to clinical placements in order to better manage student expectations concerning flexibility in working patterns when on placement and signposting key contacts should alternative arrangements be required.

Student Learning support

- 6.7 The Panel was pleased to note that the School had well established links with the range of University services and that information and advice related to this was presented and organised well. However, the Panel highlighted a few areas where it saw scope to enhance how some material was presented in handbooks and other support materials. The School is asked to consider making web-links more visible in certain areas – e.g. course handbooks mention that students need to register with Disability Services, but a link to the webpage would also be helpful. The Panel also considered that handbooks would benefit from more explicit information regarding University graduate attributes.

7. GOOD PRACTICE

- 7.1 The adoption of a Forward Planning Day as a forum for the sharing and exchange of information with regard to strategic and operational matters.
- 7.2 The reporting of Evasys data at the annual Forward Planning Days. This helps to inform the evidence base on which planning assumptions are made.
- 7.3 Nursing & Health Care's willingness to engage with national agendas around strategic matters in the health care system in the context of the NHS Scotland 'Once for Scotland' initiative.
- 7.4 Encouragement of a strong student voice across the N&HC community.
- 7.5 The use of a Dissertation presentation as part of formative assessment in Year 4 – this being an opportunity to further develop graduate attributes.
- 7.6 The use of a peer teaching element to prepare students for becoming Practice Supervisors in the workplace. This helps to develop collaborative learning skills and the promotion of graduate attributes.

7.7 The promotion of interdisciplinary working with subject specialists from Science and Social Science disciplines.

8. COMMENDATIONS

8.1 The Panel **commends** the School for its highly collegiate and supportive learning environment.

8.2 The Panel **commends** the School for its excellent staff survey results which evidenced a shared team ethos and collective sense of ownership of learning and teaching, and of the student experience more broadly.

8.3 The Panel **commends** the School on the collaborative manner in which this PSR review was undertaken.

8.4 Although the 50:50 balance of theory and practice is a requirement of the NMC, the Panel **commends** the School for being one of a few institutions to have managed that balance in practice and in a way that students recognise.

8.5 The Panel **commends** the School for the manner in which it has drawn on the skills and expertise of the following to support curriculum development and delivery: individual subject experts who teach across the curriculum; service users and service representatives; clinical placement staff; and external speakers.

8.6 The Panel **commends** the School for the manner in which it has expanded its use of online technology to facilitate communication and the sharing of best practice with colleagues at SIT.

8.7 The Panel **commends** the School on its innovative use of Service Representatives and Service Users as a means of enhancing the overall learning experience, and, in particular, the clinical skills development of BN students

8.8 The Panel **commends** the School on its positive engagement with the joint SIT-UoG BSc (Honours) Nursing Overseas Immersion Programme (OIP).

8.9 The Panel **commends** the School on the success of the TNE initiative with SIT.

8.10 The Panel **commends** the School on the importance it attaches to induction and transition activities for the joint SIT-UoG BSc (Honours) Nursing programme.

9. RECOMMENDATIONS FOR FURTHER ENHANCEMENT

9.1 The Panel **noted** the ambition to enhance the student experience embedded in the culture of the School. The recommendations from the Panel builds on work already undertaken by the School.

9.2 The Panel **strongly recommends** that the School should maximise the support available to them from key University central professional support services and looks for opportunities at College and University level to promote, share and learn from best practice.

9.3 The recommendations for enhancement detailed in the table 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 Teaching and Enhancement
- The Student Voice
- Supporting Student Wellbeing

The enhancement activities associated with each theme are presented either as: strong recommendations; recommendations; or encouragements.

In the case of strong recommendations, there may be more urgency required in addressing the issue. Updates on actions arising from recommendations and strong recommendations will be formally presented to the Academic Standards Committee, and commentary on responses to encouragements will also be presented if the Subject Area/School submits this information to the Senate Office although there is no requirement for them to do so.

Members of staff assigned responsibility in the report for enhancement activity are welcome to contact the Panel, through the Clerk, if they wish further information and advice regarding a specific item/s referred to them.

	Thematic Activity (Section 3, Strategy for Development)	Shared Enhancement Benefits	For the Attention of the School	For the Attention of University Support Service
1	<p>Strategic Leadership and Organisational Oversight:</p> <p>The Panel strongly recommends that the School of Nursing & Health Care reviews its existing arrangements regarding strategic leadership and organisational oversight. This with a view to providing greater clarity, awareness and sustainability around issues such as academic leadership, staff roles and responsibilities, decision making, management of succession planning and configuration of administrative support. This should extend to include arrangements for SIT programme leadership where appropriate.</p> <p>Ref: Section 3, Para. 3.4</p>	<p>This will help to articulate more clearly the strategic vision and direction of the School. It will also allow the School the opportunity to review how it wishes to position itself strategically in respect of the wider ambitions of the bigger School, College and University.</p>	<p>For Attention of (FAO): Head of School of Nursing & Health Care (N&HC)</p> <p>For Information (FI): Dean of Learning & Teaching, College of MVLS</p>	
2	<p>Service Teaching Provision:</p> <p>The Panel strongly recommends that the School, in partnership with the leadership team of the School of Medicine and Dentistry, reviews current practice with regard to how service teaching provision from other academic units is secured and coordinated. This with a view to putting in place a more systematic and sustainable model for engaging these services going forward, and one</p>	<p>This will help the School to deliver on several key matters including: providing certainty around the provision of core aspects of the curriculum; earlier identification of timetabling and resource requirements; and planning of staff workload.</p>	<p>FAO: Head of School of Medicine, Dentistry & Nursing</p> <p>FAO: Head of School of N&HC</p>	

	<p>which ensures that future teaching delivery continues to align with strategic academic goals and professional body requirements concerning curricula.</p> <p>Ref: Section 3, Para. 3.6</p>			
3	<p>Roles and Responsibilities:</p> <p>The Panel recommends that the School clarifies and defines the roles and responsibilities of its key staff such as, but not limited to, Programme Leads, Year Leads and Course Leads. This being with a view to tightening boundaries around specific roles, setting expectations with regard to the division of labour in areas of shared responsibility and where possible, reducing the coordination costs associated with individuals holding multiple roles.</p> <p>Ref: Section 3, Para. 3.7</p>	<p>This will help to clarify expectations and improve efficiency with regard to key roles and how these contribute to the School's activities. It will also help to reduce overlap, or gaps, in activity and help new staff to more quickly understand the requirements of their job and that of colleagues.</p>	<p>FAO: Head of School of N&HC</p> <p>FI: Dean of Learning & Teaching, College of MVLS</p>	
4	<p>Introduction of Workload Model:</p> <p>The Panel recommends that the School considers the introduction of a workload model to help quantify and manage staff workload, and also the allocation of protected time for early career staff undertaking the PGCap qualification. In proposing this, the Panel notes that a workload model is not a solution to workload challenges and can at times become over-complicated. Examples of practice</p>	<p>The introduction of a workload model and the allocation of protected time for early career staff will help staff assess and plan workloads better with a view to ensuring that time for key activities is built into staff timetables.</p>	<p>FAO: Head of School of N&HC</p> <p>FI: Dean of Learning & Teaching, MVLS.</p>	<p>PGCap Adviser, Learning Enhancement & Academic Development Service (LEADS)</p>

	<p>elsewhere in the University should be considered before anything is introduced within the School.</p> <p>Ref: Section 3, Para. 3.10</p>			
5	<p>Scholarship of Learning & Teaching:</p> <p>The Panel recommends that the School progresses and implements its planned strategy for scholarship of learning and teaching at an early opportunity, with a view to further supporting staff developmental goals and to support progression on the LTS career track.</p> <p>Ref: Section 4, Para. 4.21</p>	<p>This will help the School to build on the preparatory work which it has already undertaken in Scholarship of Learning & Teaching, but which was stalled by the onset of the Covid pandemic.</p>	<p>FAO: Head of School of N&HC</p> <p>FI: Dean of Learning & Teaching, MVLS.</p>	
6	<p>University of Glasgow-Singapore Institute of Technology: Joint BSc Programme Management:</p> <p>Noting that the current Singapore-based UoG Programme Director was due to retire in under two years, the Panel encourages the School to give early and close consideration to the role and responsibilities of this post, related matters around succession planning going forward and the related need for continuity of oversight and development of the educational approach.</p> <p>Ref: Section 4, Para. 4.11</p>	<p>This recognises the key role that the post of Singapore-based UoG Programme Director plays in the Joint Programme and the particular challenges that are likely to arise in appointing a successor to the current post-holder.</p>	<p>FAO: Head of School of N&HC</p> <p>FI: UoG Programme Director, Joint UoG-SIT BSc Programme</p> <p>FI: SIT Programme Director. Joint UoG-SIT BN Programme</p>	

	Thematic Activity (Section 4, Learning, Teaching and Enhancement)	Shared Enhancement Benefits	For the Attention of the School	For The Attention of University Support Service
7	<p>Assessment and Feedback:</p> <p>The Panel considered that there appeared to be a mis-match between student and staff expectations around assessment and feedback. The Panel recommends that the School, assisted by advice from colleagues in Academic & Digital Development, initiates a dialogue between relevant staff and students to address a mismatch in expectations around the following areas of assessment and feedback: -</p> <p>Consistency in approaches to marking and turn-around times for the return of assessed work;</p> <p>Bunching of assessments and consequent impact on students' work/life balance particularly when on placement; and mapping of assessment to ILOs</p> <p>Ref: Section 4, Para. 4.14</p>	<p>This will help both students and staff to establish greater clarity and transparency around issues linked to the quality, consistency and timeliness of feedback to students.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: Bachelor of Nursing (BN) Programme Director</p>	<p>Academic & Digital Development Adviser, Learning Enhancement & Development Service (LEADS)</p>
8	<p>Programme Organisation:</p> <p>The Panel recommends that the School work closely with students to review and address the following specific areas that arose during the review in relation to teaching and/or programme design:</p>	<p>This will help both students and staff to establish a dialogue around issues highlighted by students linked to teaching and/or programme design.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: Bachelor of Nursing (BN) Programme Director</p>	

	<p>time creep of online classes; effective design of pre-recorded lectures; effectiveness and</p> <p>visibility of communications around closing the feedback loop (such as the 'We Said, You Did' communications);</p> <p>diversity of case studies used in skills/clinical sessions.</p> <p>Ref: Section 4, Para. 4.4</p>			
9	<p>University of Glasgow-Singapore Institute of Technology, Joint BSc Programme: – Internationalisation:</p> <p>The Panel recommends that the School investigates how to maximise the benefits of the existing SIT partnership in relation to internationalisation, specifically but not exclusively in the area of virtual mobility. Possibilities include opportunities for developing joint student projects/group-work, joint work in keeping with the University's COIL initiative and forms of student exchange.</p> <p>Ref: Section 4, Para. 4.13</p>	<p>This will help to further integrate internationalisation in the curriculum and build on the clear enthusiasm that exists at both institutions for joint working with one another.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: UoG Programme Director, Joint UoG-SIT BSc Programme;</p> <p>FAO: SIT Programme Director, Joint UoG-SIT BSc Programme</p>	
10	<p>Graduate Attributes:</p> <p>The Panel encourages the School to be more explicit about graduate attributes and how they are being achieved across the programme by strengthening reference to them in handbooks and in Moodle.</p>	<p>This will help students to access information more readily about how the BN programme helps to develop the personal qualities and transferable skills necessary for a career in nursing.</p>	<p>FAO: BN Programme Director</p> <p>FAO: Head of School of N&HC</p>	<p>FI: Academic & Digital Development Adviser, Learning Enhancement & Academic Development Service (LEADS)</p>

	Ref: Section 4, Para. 4.8			
11	<p>Enhanced Technology and Working Remotely: The Panel encourages the School to review its move to online learning to ascertain which aspects of enhanced technology that had emerged in the pandemic it would wish to take forward with a view to supporting greater curriculum innovation and flexibility.</p> <p>Ref: Section 4, Para. 4.10</p>	This will help the School to reflect on its experience during the pandemic and evaluate its future technological requirements with regard to learning and teaching.	<p>FAO: Head of School of N&HC;</p> <p>FAO: BN Programme Director</p> <p>FI: UoG-SIT Joint Programme Director (UoG);</p> <p>FI: UoG-SIT Joint Programme Director (SIT)</p>	
	Thematic Activity (Section 5, The Student Voice)	Shared Enhancement Benefits	For the Attention of the School	For the Attention of University Service
12	<p>Staff-Student Partnerships: The Panel encourages the School to consider cultivating closer ties with the Nursing Society as a means of strengthening informal links between students and staff.</p> <p>Ref: Section 5, Para. 5.2</p>	This will help to further develop the already very strong collegiate learning environment in Nursing and HC. During the course of the pandemic, the opportunities for different year groups to meet informally with one another, and with staff, has been restricted and this would help to promote informal networking and shared experience.	<p>FAO: Head of School of N&HC</p> <p>FAO: BN Programme Director</p>	

	Thematic Activity (Section 6, Supporting Student Wellbeing)	Shared Enhancement Benefits	For the Attention of the School	For the Attention of University Support Service
13	<p>Student Communication:</p> <p>The Panel recommends that the School reviews its current guidance for students in relation to clinical placements in order to better manage student expectations concerning flexibility in working patterns when on placement and signposting key contacts should alternative arrangements be desired.</p> <p>Ref: Section 6, Para. 6.6</p>	<p>This will provide more clarity for students regarding the timetabling and day to day management of clinical placements, and allow them to maximise their learning experience in these settings.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: BN Programme Director</p> <p>FI: BN Clinical Placement Administrator</p>	
14	<p>Supporting Student Wellbeing:</p> <p>The Panel encourages the School to progress work around resilience building in the student body and consider inviting the University Nursing Society to collaborate with it on this.</p> <p>Ref: Section 6, Para. 6.2</p>	<p>The pandemic has brought with it unprecedented challenges for those working and studying in the caring professions. This suggestion will help develop enhanced personal awareness amongst nursing students in the context of a peer-shared learning experience.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: BN Programme Director</p>	
15	<p>Supporting Student Wellbeing:</p> <p>The Panel encourages the School to give more prominence, via enhanced sign-posting, to wellbeing resources located elsewhere (i.e., outside of Nursing & Health Care) in the University.</p> <p>Ref: Section 6, Para. 6.3</p>	<p>This will encourage students to take advantage of the full range of student services available throughout the University.</p>	<p>FAO: Head of School of N&HC</p> <p>FAO: BN Programme Director</p>	