

University of Glasgow
Academic Standards Committee

Responses to the Recommendations arising from the Periodic Subject Review of Nursing and Health Care held on 16 and 17 June 2021

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>	
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Response:

A new Head of School (HoS) was confirmed in October 2021. The HoS reports to the Head of the School of Medicine, Dentistry and Nursing (SoMDN), liaising with both the Head of SoMDN and other Heads of professional schools via a fortnightly 'interconnected' group. A Deputy Head of School (Nursing) is also in place and has completed the 'Future Leaders' programme. The Nursing HoS meets monthly with specified 'Business Partners' for Finance and HR to review budget and staffing and ensure a regular flow of information, and in the coming year the Deputy HoS will join these meetings intermittently. We have reconfigured the financial approvals process within the School to increase transparency by including the School Administrator. Programme Leads are now well established, both for undergraduate and postgraduate taught programmes, with deputies assigned. A new Programme Director for Singapore has been appointed, and an overlap handover period arranged with the outgoing incumbent to ensure continuity. Collectively, these measures provide organisational oversight and succession planning.

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 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>	<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>Response:</p> <p>The restructure of MVLS has included a redistribution of life science teaching throughout the College. BN (Hons) teaching in anatomy will now be delivered by SMDN staff, and in recent years there has been a transition towards in house teaching of microbiology. There are ongoing negotiations around provision of teaching in basic and clinical sciences. We now have a nominated specialist lead for Life Science courses on the BN(Hons) programme who works collaboratively with the BN (Hons) Programme director and BN (Hons) Year Leads to coordinate the delivery of life sciences teaching and assessment across years 1 and 2 of the programme.</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</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>	

Response:

Roles and responsibilities in the School have been reviewed, reduced and in some cases, reallocated. This was particularly in relation to external engagement i.e. committees and meetings, to ensure a fair and streamlined spread of responsibilities that provide career-building opportunities for staff.

An away day workshop was held with the teaching team to update remits for academic roles and responsibilities such as Course Lead, Year Lead and Programme Lead, with associated lines of reporting. Engagement from the staff group was good, and the resulting resources are stored in the shared drive. The resources are also provided to new staff as part of induction activities to ensure that clarity around roles continues. Roles and expectations are also part of PDR discussions.

We have improved communications within the UG team by introducing weekly meetings between the BN programme lead and their depute and by using a Teams channel to reporting back from weekly BN team meetings and external meetings, thereby streamlining dissemination routes.

4	Introduction of Workload Model: 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 elsewhere in the University should be considered before anything is introduced within the School. Ref: Section 3, Para. 3.10	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.	FAO: Head of School of N&HC FI: Dean of Learning & Teaching, MVLS.	FI: PGCap Adviser, Academic and Digital Development
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Response:

We consulted with Professor Iain Johnstone and Mrs Liliias Robinson (School of Life Sciences) and Professor Niamh Stack (School of Psychology and Neuroscience), regarding the different workload models developed and used in each school. All demonstrated the models in use, but advised of the substantial quantity of IT preparation, consultation and industrial relations needed to develop each model. The Nursing HoS subsequently met with Christine Barr, Executive Director of People and Organisational Development, and was advised that the issue of workload modelling was being reviewed at Senior Management Group level in the University. It would therefore seem sensible to await the outcome of these considerations before going further. In the interim period, awareness of workload will continue to be discussed as part of the annual PDR process.

The School note the recommendation regarding protected time for PgCAP. No staff are undertaking this now, but we will ensure that protected time for attendance and notional hours is available in future to those on the PgCAP.

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>	
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Response:

Our Scholarship of Teaching & Learning (SoTL) Strategy was completed in May 2022. The strategy is in line with wider College and University priorities, as well as professional statutory body standards for education, and includes a measurable plan of action to enhance our SoTL activities and outputs. We have identified a range of supportive networks and resources to help us implement our plan and develop activities in the future. The action plan was presented to the College of MVLS Learning and Teaching Committee in May 2022, where it was well received, and we gained some helpful feedback. A Scholarship Convenor has been nominated to lead the staff team in monitoring implementation.

6	<p>University of Glasgow-Singapore Institute of Technology: Joint BSc Programme Management:</p> <p>Noting that the current Singapore- based UofG 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 UofG 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: UofG Programme Director, Joint UofG-SIT BSc Programme</p> <p>FI: SIT Programme Director. Joint UofG-SIT BN Programme</p>	
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Response

Actioned – please see response to item 1.

The Operations Committee, comprised of senior colleagues from both institutions, continue to meet quarterly to oversee the joint programme.

	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><i>Ref: Section 4, Para. 4.14</i></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>FI:Kimberly Davis, Academic & Digital Development Adviser</p>

Response:

We continue to use student-staff meetings and undergraduate teaching committee meetings (both attended by student representatives) to communicate with students about assessments and feedback.

Consistency in approach to marking and turnaround time

Staff have created assessment calendars which are shared with the team and have been added to BN (Hons) handbooks. These indicate key dates when submission area due and when students can expect feedback. We used an away day for team discussions about the nature and volume of feedback and now have an agreed format for feedback/feed forward.

Bunching of assessments

This has been reviewed. There was a particular issue in BN2, which has been addressed by adjusting the flow of theoretical teaching and clinical placements. This allowed us to move assessments around to improve their timing/phasing.

Mapping of assessments to ILOs

Mapping of assessments/ILOs has been completed for the recently re-validated BN (Honours) programme. The BN (Honours) Programme Director is in consultation with K Davis, our Academic and Digital Development colleague to consider further enhancements in this area.

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>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);</p> <p>diversity of case studies used in skills/clinical sessions.</p> <p>Ref: Section 4, Para. 4.4</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>	
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Response:

Our response to these issues is outlined below. We will continue our dialogue with students for example via student- staff meetings and undergraduate teaching committee meetings (both attended by student representatives) to monitor the effectiveness of our response.

Time creep of online classes

We have discussed this with students and established that the issues generally arose with external guest speakers. Where classes remain online (rather than moving back to face-to-face on campus), speakers are reminded by course co-ordinators of the time limits.

Effective design of pre-recorded lectures

Speakers and teaching staff are encouraged to use 'chunking' i.e. breaking up pre-recordings into short sections and intersperse these with additional learning activities. Workbooks are also used to encourage active learning and reduce didactic delivery of taught content.

Effective and visible communications re closing evaluation loop

In addition to our 'You Said, We Did' board which is physically situated in the School, we have overhauled the BN (Hons) Moodle Common Room to establish an electronic equivalent. This Moodle site now incorporates a 'You Said, We Did' area housing action plans for each course, developed by course leaders in response to Evasys surveys and evaluations from our practice placement feedback portal 'Quality Management

of the Practice Learning Environment' (QMPLE). A dedicated administrator has been nominated to oversee housekeeping on the Common Room. We report on 'You Said, We Did' under the standing item 'Quality' at our undergraduate teaching committee, to ensure the issue is clearly badged to students, and the information from the previous sessions is highlighted at the start of each academic session as part of induction.

Diversity of case studies

Collaborations continue with students to decolonise the curriculum. For example, names used for fictitious patients in clinical case studies or simulations have been diversified. We added information on clinical signs and symptoms in varied skin colours to clinical skills teaching. We developed a patient profile for a case study on sickle cell disease, an illness particularly common in people with an African or Caribbean family background. We have initiated discussions with Marie Bowers (Life Sciences General Teaching) to develop case studies that include people from Gypsy, Roma and Traveller communities.

<p>9</p>	<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: UofG Programme Director, Joint UofG-SIT BSc Programme;</p> <p>FAO: SIT Programme Director, Joint UofG-SIT BSc Programme</p>	
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Response:

We continue to develop online opportunities with our SIT partners. For example, we ran a transnational knowledge exchange event by moving the School's annual McGirr Lecture to an online synchronous format between Scotland and Singapore in 2021. Students in both countries, senior academics and the Chief Nursing Officer for Scotland shared experiences of leadership and practice learning during the COVID-19 pandemic response, using breakout rooms to discuss and reflect. With more than 400 attendees, this was the largest online international collaboration event in the School's history, affording multi-level learning opportunities e.g. role modelling, peer-to-peer learning and intercultural dialogue, while showcasing the University effectively. Students from both institutions also meet and interact online as part of Singapore Nurses' Day, held annually. We are actively exploring an opportunity for students to engage collaboratively in thesis/dissertation preparation groups, although work on this is in the early stages. Plans to explore a student exchange with Singapore had been put on hold, in part due to the Covid-19 pandemic, but since the relaxation of travel restrictions very recently, we anticipate that discussions will resume later this year.

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>Ref: Section 4, Para. 4.8</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, Academic and Digital Development.</p>
<p>Response:</p> <p>Previously, students were encouraged to reflect on their development of graduate attributes in a session at the end of year 2. We have added similar sessions to the end of each UG year, and amplified references to these in handbooks and induction sessions.</p>				
11	<p>Enhanced Technology and Working Remotely:</p> <p>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>	<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>	<p>FAO: Head of School of N&HC;</p> <p>FAO: BN Programme Director</p> <p>FI: UofG-SIT Joint Programme Director (UofG);</p> <p>FI: UofG-SIT Joint Programme Director (SIT)</p>	

Response:

We continue to use online technology to offer flexibility to busy clinicians who contribute guest teaching on several of our programmes. We plan to retain e-ILS (Immediate Life Support) blended learning course in BN4 as this has been evaluated very well by students and is recognised by NHS employers across the UK. The virtual learning environment, Lt (formerly Lab Tutor) has emerged as an innovative way to integrate science learning with clinical theory, and we will continue to use and develop this. Use of platforms such as Teams or Zoom also enables us to support students more flexibly, particularly where ongoing pandemic restrictions limit face-to-face contact. As indicated elsewhere in this response, our greater familiarity with online meeting platforms acquired during the pandemic continues to enhance our connection and interactions with our international partner.

In our UofG-SIT BSc Programme in Singapore, while unable to travel to Glasgow for an overseas experience, students were able to benefit from a real-world experience of living with dementia using virtual reality (VR). Recently developed by Dementia Singapore and the Agency for Integrated Care in Singapore in partnership with SIT, the VR app has been designed to simulate the experience of someone living with dementia in the local Singaporean context. While it has been tested with carers and health professionals in the community, it had not been used by students as a learning intervention, so this was an innovative session delivered in June 2022 by UGS and UofG staff, supported by SIT's Centre for Learning and Assessment (CoLEAD). Evaluations were positive and we will offer this session regularly in future.

	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:</p> <p>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>	<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>	<p>FAO: Head of School of N&HC</p> <p>FAO: BN Programme Director</p>	

Response:

We have cultivated ties with the student Nursing Society in a range of ways. An open standing invitation has been made to the Society, to share information on the BN (Hons) Moodle Common Room and we have linked the Society with student representatives from the SIT-UofG programme in Singapore, to foster relationships. A member of teaching staff supported the Society committee to develop an application for the 2021 Royal College of Nursing Awards, in the Nursing Student category. The nomination was based on the Society's provision and evaluation of peer

support, particularly for first-year students, during the pandemic, and their shortlisting was well-deserved. The Nursing Society also invite staff to attend events on their social calendar and this year staff attended two student-led Nursing Society social events.

Links between staff and students have also been strengthened by both groups attending external events together. For example, BN (Hons) students and staff represented the School at a 'Simulation Showcase Event' organised by the Scottish Government Chief Nursing Officer Directorate to host the Chief Executive of the NMC on International Nurses Day. Students also accompanied staff to stakeholder events for a national research study on work stress and wellbeing in nurses. These events provided students with networking opportunities with future employers and with nursing students from other universities in Scotland, as well as enhancing links between staff and students.

	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>	

Response:

Some of the issues identified arose from pandemic-related disruption. Nevertheless, we have given pre-placement briefing information more prominence on Moodle. In the face-to-face briefing sessions held ahead of placements, we have emphasised to students the working patterns expected, and provided guidance on how to negotiate hours and expectations with their clinical supervisors. Information about their placement settings, including hours of operation and key contacts, is available to students online via the Quality Management of the Practice Learning Environment (QMPLE) platform. Students receive access to the QMPLE information in advance of their placement. Academic advisers are available to support students during placement, should issues arise. For continuity, academic advisers assume the role of designated Academic Assessor for their nominated advisees to ensure seamless support across practice placements for any given year.

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>	
<p>Response:</p> <p>To foster the substantial resilience already demonstrated by students in their response to the pandemic, we continue to encourage the Nursing Society in their peer-support efforts (see response to item 12). We encourage students to make full use of University provision and particularly direct students to the Wellbeing Masterclass Programme. To help prepare students for becoming resilient registered professionals in the world of work, in their final year of study we introduce students to the NHS Scotland Flying Start programme, a national development programme for all newly qualified nurses. We continue to offer timetabled reflection sessions for all students during practice learning experiences and the Advisor Support System allows students to seek support at any time.</p> <p>Resumption of face-to-face working practices means that the School office is open during office hours and academic staff always present to provide support ad-hoc and to arrange follow up with the nominated academic advisor. Student spaces e.g. the common room have been fully refurbished with the addition of resources to support self-directed study and peer learning. Students are reminded that this is their space and encouraged to make use of these areas. Year leads for BN1, BN2 and BN3 invited students into the department to orientate students to these areas since these year groups started during the pandemic and had limited knowledge of these areas.</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. 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>	

Response:

We welcomed the creation of the new Student Support Officer role, and signposted students to this via introductions in class and on Moodle. Unfortunately, our designated officer has now left the University, but we anticipate that a replacement will be appointed. Students can access Student Support teams from the wider School via a generic email address until the reappointment is made. Links to university support services and wellbeing resources have been enhanced on Moodle and housed in an accessible area, i.e., on the BN (Hons) Moodle Common Room, to ensure equity of access. We have also developed a template for documenting meetings that we hold with students. This is shared with the student after the meeting. This provides students with clearly recorded support plans, and links to services can be added to this.