

Periodic Subject Review (PSR)

Review of Management: 12 and 13 March 2012

Report Summary

The following is a brief summary of the full report of the review carried out in Management. *Periodic Subject Review* is an internal subject review focused on the quality of provision as experienced by students. The review looks at the range of programmes, course content, the teaching methods employed, assessment, facilities and much more.

The full report of the review is available publicly at:

http://www.gla.ac.uk/media/media_239520_en.pdf

Further information about the PSR process can be found at:

<http://www.gla.ac.uk/services/senateoffice/qea/psr/>

Italicised words are explained in a glossary below.

Conclusions

The Review Panel commends Management on its delivery of a broad range of programmes at undergraduate and postgraduate level, and the quality of teaching evident across the provision. The importance the Subject area places on *research-led teaching* is commendable and appreciated by students and teaching staff. Management have successfully met and exceeded their targets to recruit international students and the Review Panel notes that Management are aware of the challenges posed by increased student recruitment. Management is encouraged to consider administrative staffing levels to ensure that the Subject area can continue to provide sufficient support to academics and students and ensure a fair and equitable workload balance.

Key Strengths (Commendations) ¹

1. Curriculum Design, Development and Content

- High quality, research-informed teaching, particularly at postgraduate level, which was highly valued by the students who met the Review Panel. [*paragraph 3.8.1*]
- Performing Art and Skills Development Workshop Series as a demonstration of the innovative teaching and assessment methods employed by Management and of its

¹ Numbers refer to the paragraphs in the full report that contain the relevant discussion.

responsiveness to student needs and feedback to enhance the student learning experience. [paragraph 3.8.5]

2. Student Support

- Student-led UG and PG Business Clubs and acknowledges the financial support given by the Subject area and the personal support given by Senior University Teachers Mr David Logan and Ms Sheena Bell. [paragraph 3.8.6]
- Use of *Moodle* as a tool to support student learning. [paragraph 3.8.3]
- Student support provided despite the high workloads and pressures on staff within the Subject area. [paragraph 3.7.3]

3. Learning and Teaching Resources

- Training and support provided to *GTAs* by the *Learning and Teaching Centre* and the Subject area. [paragraph 3.9.4]
- Maintaining the role of Convener of Postgraduate Student Support and the Convener of Postgraduate Student support for her dedication. [paragraph 3.7.4]
- Exemplary *induction*, mentoring and support for *Probationary staff*. [paragraph 3.9.3]

4. Recruitment

- Meeting and exceeding its recruitment targets for international students and contributing significantly to the University's internationalisation agenda by attracting a student body with international backgrounds. [paragraph 3.6.1]

Areas to be improved or enhanced

1. Assessment

- Develop alternative assessment methods, in consultation with students, and increase the focus on continuous assessment and consider the correlation between *assessment methods* and *programme learning outcomes*. [paragraph 3.4.11]

2. Feedback

- Review its approach to providing feedback on assessed work with a view to fully meeting the timescales set out for the return of feedback in the *University Assessment policy* (normally within 3 weeks). The Subject should also ensure these timescales are met consistently throughout its provision. [paragraph 3.4.16]

3. Student Support

- Consideration is given to additional learning support that might be provided to support students whose first language is not English e.g. to develop an understanding of assessment requirements and criteria in order that students are enabled to reach their academic potential. [paragraph 3.7.6]
- The School permits recording of lectures by individual students, or adopts a policy whereby all lectures are recorded officially and provided online to the relevant group of

students to ensure that the students can benefit equally from the learning opportunities provided by recorded lectures [paragraph 3.8.7]

4. Learning and Teaching Resources

- Review the workload allocation for supervising undergraduate dissertations to ensure sufficient support can be provided to students. [paragraph 3.4.5]
- Redevelop the MBA teaching space to bring it to a standard of comparable Business School competitors to allow the University attract the best possible students in a competitive market. [paragraph 3.9.16]
- Formalise the engagement of GTAs in the *annual monitoring and review* of courses to benefit from their direct delivery and engagement with students. [paragraph 4.3]
- The new *Workload Model (Staff)* is implemented and used as a management tool to review staffing profiles to ensure administrative and teaching loads are manageable and to ensure that the workload allocations take cognisance of local requirements and the impact of high student numbers. [paragraph 3.9.2]

5. Quality Assurance/Enhancement

- The process for ethical approval of dissertations to be reviewed to ensure that the approval process does not delay students undertaking research for their dissertations. [paragraph 3.4.5]
- Ensure that monitoring and progression of issues raised at *Staff:Student Liaison Committees (SSLCs)* are clearly recorded in the minutes and actions are published on Moodle and communicated to students. [paragraph 5.4]
- Review practice and ensure compliance with the University policy on GTA payment. [paragraph 3.9.4]
- Review the course and programme handbooks to ensure greater consistency of content, terminology and style. [paragraph 3.8.10]

Glossary of terms/acronyms used

Annual Monitoring (of courses)

Annual Monitoring is a process undertaken at the end of each session by Course or Programme Leaders designed to encourage reflection on the operation of course and programmes – what went right, what could be improved, what students did and didn't like etc. – with a view to enhancing the student experience next year. The work done by the course or programme leaders is followed by a full reporting process through Schools and Colleges to Senate, with responses being made, as appropriate, at each level. The reporting procedure is designed to ensure that issues arising from monitoring are properly considered and responded to, and that enhancements and the sharing of good practice are promoted. Annual monitoring reports are reviewed by Periodic Subject Review Panels as part of the documentation provided by the Subject(s)/School.

Assessment Criteria

Assessment criteria are statements that explain how a student's achievement will be evaluated against a learning outcome.

Graduate Teaching Assistant or GTAs

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

Learning and Teaching Centre

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

Moodle

Moodle is the University's supported Virtual Learning Environment (VLE).

Probationary Staff

Lecturers/Teachers, on appointment are required to serve a period of probation to ensure that a new lecturer/teacher has an opportunity of familiarising him or herself with the academic environment; it also provides the University with an opportunity of ensuring that the lecturer/teacher is capable of undertaking the work for which he or she has been employed.

Programme Learning Outcomes

Programme specifications are documents that aim to provide the core factual information about a programme of study to a range of stakeholders, including students or potential students, e.g. Level of award, number of credits, programme aims, intended learning outcomes, etc.

Research-led Teaching

Research-led Teaching can mean different things in different disciplines. Broadly speaking, the term refers to the ways that the current research of staff can positively influence and support student learning and promote the development of research skills and attributes in students.

Staff:Student Liaison Committee or SSLCs

Staff:Student Liaison Committees are Subject/School committees which provide a formal opportunity for Student Representatives to discuss matters with, and give feedback to their subject area.

University Assessment Policy

The University Assessment Policy sets out the principles that underpin the way assessment is undertaken in this institution and outlines the roles and responsibilities that inform assessment practices. Staff are asked to read and reflect on the policy and to use it to inform the design or redesign of assessment at course and programme level.

Workload Model (Staff)

A workload model is a means of describing the workload of all members of staff and should be used by Schools to ensure that staff workloads are manageable and allocated fairly with different types of work appropriately distributed.