

INSTITUTION-LED SUBJECT REVIEW: SCHOOL OF CREATIVE AND CULTURAL BUSINESS**7-9 NOVEMBER 2017****EXECUTIVE SUMMARY**

Institution-Led Subject Review (ILSR) is the University's process to formally review and plan future enhancement of its taught provision leading to academic awards. The School of Creative and Cultural Business, one of eleven cognate Schools within the University, delivers the following subject areas which were the focus of the ILSR:

- Communication, Media, Film and Cultural Studies;
- Events, Hospitality, Leisure, Sport and Tourism;
- Librarianship, Information, Knowledge, Records and Archive Management, and
- Marketing which is taught within the School as a creative business subject.

An ILSR event was organised by the University including an invited Panel comprising external academic experts and practitioners, a Student School Officer from another School, and senior members of staff from other Schools. During the event the Panel met with a range of stakeholders including: academic staff; support staff; students [including representatives from the School's partner institution in Lucerne]; alumni, and employers. A meeting was also included in the programme about enhancement activity and effective teaching and learning practice, as identified by the School.

At the conclusion of the event, the Panel provided **outcomes** based on issues raised in documentation provided by the School, including a *Reflective Analysis*, and during discussions at the event. These included **commendations** and **recommendations** as indicated below.

The Panel highlighted a number of **commendations**.

- The leadership within the School had succeeded in bringing together two Departments with very different cultures to create a collegiate and forward thinking new School.
- The School presented an excellent model of employer/industrial engagement. A large number of employers attended the event and provided very positive feedback on their liaison with the School. It was clear that academic members of staff worked closely with employers and the professions to the great benefit of the students and the curriculum.
- A large number of students and alumni attended the event to support the School. They identified a number of key strengths within the School, including:
 - the support offered by approachable and helpful staff;
 - the links with industry, including placement opportunities which supported employability;
 - the characteristics of graduates in terms of knowledge and skills;
 - extra-curricular opportunities which were relevant to the courses and to employment.

- The School-led presentation on teaching and learning was engaging and interesting and gave the Panel a real flavour of the School. The *Reflective Analysis* also embedded examples of innovative practice and enhancement activity in learning and teaching which contributed to the Panel's appreciation of the document.
- During the meetings with academic staff the Panel was impressed by their creativity, motivation and enthusiastic commitment to the School.

The Panel made a number of **recommendations**.

- The School should build on the progress made in developing its new identity, ensuring that individual subject disciplines continued to flourish and collaborate within the synergies of creative and cultural business.
- The School should review, with Robert Gordon University senior management and the marketing, communication and recruitment teams, how best to achieve some "quick wins" as well as a longer term strategy for both the University and the School, drawing on the School's own brand, its knowledge of its likely markets and its current course provision.
- The School should continue to work with the Estates Department to find an appropriate solution to ensuring that building opening hours properly supported the student experience.
- The School should engage in ongoing robust dialogue with IT Services to ensure that the IT infrastructure delivers the level of service necessary for creative courses.
- As a matter of priority, the School's strategic team should review the staff resource and determine how it might be re-balanced to support and sustain the future direction of the provision.
- The School should work with relevant central support departments to access intelligence about markets internationally as well as locally.
- The School should review its engagement with students and ensure that it communicates clearly with them about actions taken in response to student feedback.
- In partnership with students, the School should review its arrangements for Personal Tutor support.
- The leadership of the School should develop their planned actions into a more coherent, precise and focussed School Plan, identifying key objectives and mapping the priorities to these, and moving forward with implementation of the plans. The Panel suggested that a three year plan would be appropriate, if that aligned with University planning requirements, and that timescales and performance indicators should be included.
- The School's strategic team should engage fully with academic staff to incorporate where appropriate their knowledge and ideas in the School's planned actions.
- The School's strategic team should give consideration to its communication strategy to ensure that all stakeholders are aware of developments and activity within the School and the University.