

The University of Edinburgh

Internal Periodic Review

14 week response report

PPR of (School): Edinburgh College of Art
Date of review: 7 & 8 March 2019
Date of 14 week response: 25/10/2019
Date of year on response: 28 June 2020

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

<u>Recommendation Number</u> <small>(or sub-number)</small>	<u>Recommendation</u> <small>(Note that in preparing this document a number of key staff members, noted in brackets, have been added by ECA as they will play an important supporting role in implementing the relevant recommendations.)</small>	<u>Timescale for completion</u>	<u>Comment on progress towards completion and/or identify barriers to completion</u>	<u>Completion date</u> <small>("Year on response")</small>
1	<p>The review panel strongly recommends that ECA take immediate steps to ensure all postgraduate tutors and demonstrators receive a contract of employment before they commence any teaching duties. Teaching planning and allocation deadlines should be created in consultation with HR and firmly adhered to so that there is sufficient time for HR to process contracts for tutors and demonstrators before they begin teaching.</p> <p><i>Who: Director of Professional Services and ECA Senior Management Team</i></p>	<p>Initial policy setting already complete at ECA level. Will have full effect School-wide by:</p> <p>August 2020</p>	<p>At the time of its PPR, ECA had made good progress in implementing the relevant contractual aspects of the University of Edinburgh's Policy for the Recruitment, Support and Development of Tutors and Demonstrators (web link). More recently, the new Collective Agreement (web link) with the UCU has re-enforced ECA's resolve to address the causes of contract delays.</p> <p>We recognise that teaching planning plays a key role in these issues. Since the PPR, ECA has implemented a new School-wide policy that requires earlier teaching planning by all 5 of ECA's Subject Areas, which will ensure that ECA is able to issue offers and contracts in good time. Specifically, ECA has taken steps to:</p> <ul style="list-style-type: none"> (i) Implement more robustly a previously-agreed CAHSS GH timeline and process which requires Subject Areas to define and agree teaching plans in February; (ii) Offer contract hours to continuing GH by May/June; (iii) Ensure that the majority of contracts are issued between June – August. <p>These improvements are set in a context where ECA is simultaneously implementing earlier overall planning in a number of areas, with clearly defined and observed timelines and deadlines across a wide range of interdependent planning processes.</p> <p>To support the reforms in teaching planning and GH contract processes, alongside the noted wider reforms, ECA has recently appointed a brand new admin post</p>	

			<p>(effective 1st Oct 2019). Part of the remit for this new post is to support the DoPS in working with the 5 Heads of Subject, and other administrators involved in teaching planning and GH contract and offer making, to better understand and implement solutions to the barriers that result in late teaching planning. This work will directly support ECA's adherence to the agreed CAHSS timelines and activities.</p> <p>These tasks are complex and involve contributions to wider cultural shifts, bound up as they are in matters of planning culture, workload concerns, availability of information/data, and adequate systems and resource. Supporting a shift to earlier teaching planning will, however, have the immediate effect of ensuring that the majority of our tutors receive contracts and offers in good time. ECA Planning & Resources Committee (P&RC) will oversee, and be accountable for, the successful implementation of these changes.</p> <p>N.B. ECA recognise that, although there may be a small number of legitimate reasons for contracts or offers of additional hours to be issued at shorter notice than noted above, such cases will need to be justifiably exceptional in future, and comprise only a small minority of the overall number of contract offers.</p>	
2	<p>The panel note that change will continue with the new estates strategy and in-coming head of ECA but recommend that early consideration be given to enhancements to postgraduate provision, and enhancements carried out expeditiously, to allow curricular developments to inform decisions on physical estate.</p> <p><i>Who: ECA Principal and ECA Senior Management Team</i></p>	<p>August 2020 for direct changes to curriculum approval timelines.</p> <p>2021-2023 for implementation of the new ECA strategic plan</p>	<p>A number of initiatives and changes are already in progress to support development of a more sustainable and attractive suite of postgraduate programmes and courses, that will together demonstrate a clearer overall postgraduate strategy (see also Recommendation 4). Of particular note:</p> <ul style="list-style-type: none"> • Building on the achievement of the £5.5m AHRC Creative Informatics grant, led by ECA in October 2018, we are developing further links and collaborations with and within EFI. ECA is a key contributor to the ongoing development of EFI PG programmes and courses, with 6 of our staff partially funded to develop new curriculum, and a number of further staff likely to contribute in the coming months. Some of these staff members will continue to actively contribute to EFI over the coming years. • ECA's Recruitment and Admissions Strategy Group, chaired by the ECA Principal, is currently implementing changes in timeline and process for vetting and supporting the development of new and significantly revised programmes and other curriculum changes. A crucial component of these new processes will be the assessment of such proposals against clearly defined criteria, which include: <ul style="list-style-type: none"> ▪ Contribution of the proposal towards achieving the overall PG profile and recruitment strategy for ECA; ▪ Consideration of areas of synergy and collaboration with other taught programmes within and beyond ECA; ▪ The value of any areas of joint teaching or collaboration; 	

			<ul style="list-style-type: none"> ▪ Contribution to any new and/or innovative areas of teaching and research that we wish to grow and/or develop. • Within the current planning round, covering the period 2020-23, ECA will reiterate its strategic objective to engage with the wider University through offering courses, collaborations, and other linkages. Together these engagements will strengthen ECA’s visibility within the University, and broaden the scope of its contributions. • ECA has established a short-term “Size and Shape Group”, which has met monthly since May 2019 to consider, articulate, and plan for the desired size and distribution of its student population over the next 10 years. The work of this Group has been informed by all of the interdependent discussions and plans described above, and is actively feeding in to the wider estates planning work within the School. <p>In short, ECA is thinking hard about what curriculum it should offer, the size and distribution of student population that should engage with this curriculum, and how the future estate should be configured to optimally support this. ECA is undertaking this work with an eye on the farther future, 10 years away and beyond, accepting that any forward-thinking School will always be in a state of ongoing change. The apparently high estate demands required by many of ECA’s diverse set of disciplines make this a particularly important moment for careful consideration, with a view to future student demand, developing pedagogical approaches, and the future shape of these disciplines.</p>	
3	<p>The review team notes that many students and staff members do not feel themselves to be part of a wider ECA community, identifying most clearly with their subject area. The panel recommends that the ECA leadership team work with colleagues at all levels and across all subject areas to collectively articulate a shared vision and sense of purpose in terms of the culture and identity of ECA.</p> <p><i>Who: ECA Principal and ECA Senior Management Team</i></p>	August 2020	<p>Through the current planning round (see also Recommendation 2) and through the work we are doing to inform our estate development, ECA P&RC will work and consult with staff and students to collectively understand and articulate our shared values, vision, and purpose. Indeed, a major driving factor for the ongoing estates development plans, which ECA hopes will lead to the majority of academic colleagues and students being based in or around the Lauriston campus, is to foster a more cohesive sense of academic, physical, and social community.</p> <p>In the nearer term, ECA will look carefully at whether there are practical steps that can be taken to further develop the sense of an ECA community for students and staff. Such steps may include aiming to deliver more disciplinary and interdisciplinary teaching, currently dispersed across the central area, within the existing Lauriston estate. ECA will also look carefully at the extensive existing portfolio of PG-focussed research seminars, looking for any potential areas of synergy or overlap that might be leveraged to bring such communities closer together.</p>	

<p>4.0 (Overall finding, with sub-points listed separately below)</p>	<p>The panel further recommends the articulation of a clear postgraduate strategy.</p> <p><i>Who: PGR and PGT Programme Directors and Boards of Studies (ECA PGT Director & ECA PGR Director)</i></p>	<p>August 2020 (combined UG/PG L&T strategy)</p>	<p>ECA acknowledges that it needs to develop a formal PG strategy that sets key School-wide objectives, and describes the strategic steps needed to achieve them. However, this strategy cannot and should not be framed in isolation; rather, it needs to tessellate sensibly with ECA’s UG offerings.</p> <p>In this 14-week response ECA has addressed a number of identified sub-Recommendations, noted below. The work to fit them together to form a singular, cohesive, integrated UG/PG strategy, is ongoing. A number of focussed meetings have already taken place, involving the ECA Directors of L&T (UG, PGT, PGR) and other senior colleagues. Over the current academic year this work will crystallise into a single ECA L&T Strategy, which will include components that speak specifically to PGT and PGR.</p>	
<p>4.1</p>	<p>The panel further recommends that the postgraduate strategy recommended in Section 1.5 take greater account of the specific challenges for students undertaking practice-based research.</p> <p><i>Who: PGR Programme Directors (ECA PGR Director)</i></p>	<p>Initial work in Semester 1/2 of 2019-20.</p> <p>Then, August 2020 for Subject Area actions, with further, longer term outcomes in capital development and programmes</p>	<p>A working group of Subject Area PGR Directors has reported on this, and the report has been discussed more widely with ECA management. We will run a workshop with students this year (a/y 2019-20) to garner responses and to foster further discussion of the issues. The outcomes will be discussed at the ECA PGR Committee in the current academic year, with a view to agreeing actions in Subject Areas/programmes. There will also be input to the ECA capital plan in terms of enhancing practice-based provision and identity, and in discussions of new courses and programmes associated with EFI.</p> <p>In parallel, ECA will seek to learn from identified examples of good practice in external organisations and events. There are ongoing discussions with a number of such external groups that may lead to the development of an ECA-hosted event, initially as a one off, focussed on Practice as Research. Such an event would draw in a range of ECA PGR-, and potentially PGT-oriented, students and staff.</p>	
<p>4.2</p>	<p>The panel recommends that future postgraduate strategies put together by ECA should incorporate opportunities for ECA students and staff members to socialise and share their research outside of their specific subject areas. Specifically, they recommend establishing an ECA-wide PGR forum to be attended by both students and staff members. This should be an annual opportunity for all PGR students to present their work to a wider audience than their own</p>	<p>May/June 2020 (initial pilot event)</p> <p>August 2020 (complete planning of the new PGR Forum)</p> <p>August 2021 (delivery + evaluation of the PGR Forum)</p>	<p>During academic year 2018-19 the PGR Staff-Student Liaison Committee (SSLC) discussed the need for opportunities to present work to peers outside Subject Area and disciplinary boundaries. There is recognition that research groups and the Research Successes Forum provide opportunities for interaction, but that exchanges of research ideas, practice, and findings across ECA’s PGR community could be more fluid than at present.</p> <p>The PGR Team supported an event run by and for students during Semester 2 of 2018/19. However, there is a clear need for further development and fostering of staff engagement. PGR students feel that this is important for a sense of research community, and that it is an area of PRES evaluation that shows room for improvement.</p> <p>Development of a new event, with a working title of “ECA PGR Forum”, will be done in consultation with the 5 Subject Area PGR Directors and the PGR SSLC during Semester 1/early Semester 2 2019-20, and also through engaging the support of</p>	

	<p>supervisory team and subject area colleagues.</p> <p>Who: PGR Programme Directors (ECA PGR Director)</p>		<p>the ECA RKEI Director so as to foster wider research staff engagement. There will be a pilot event, run by the PGR SSLC with Subject-Area PGR Director support in May/June 2020, and a roll-out of a minimum of 2 events per year in 2021-22. Barriers to success include the ongoing pressure on research staff to engage with REF in the period, securing appropriate facilities, and budget availability.</p> <p>In parallel, and directly related the comment on Recommendation 3, ECA will explore the potential to involve PGR students more directly in framing and running research seminars, a practice that is well known in other institutions. An idea currently being explored is to develop tiered mentorship programmes involving PGR students at various stages of their studies, with oversight from more experienced academic(s). Such an approach has the potential synergic benefit of giving PGR students experience in leadership and management, a valuable area in which to demonstrate competence when seeking later employment.</p>	
4.3	<p>PGT students report that in general they are satisfied with their learning experiences. However, some PGT students raised concerns that they have been forced to take undergraduate-level courses as part of their programme due to their preferred postgraduate choices being taken by undergraduate students. This has greatly reduced their ability to specialise in their preferred areas of study. PGT students who are converting from a different subject at undergraduate level state that they sometimes need to rely heavily on the help of their classmates to master skills required for their programme, and PGT students with an undergraduate background in the same subject they are studying at Masters level sometimes experience strong overlap between material covered at undergraduate level and material covered within the first few</p>	<p>August 2020 (identification of 'hot spots')</p> <p>August 2020 and beyond (Boards of Studies policy around course capping)</p> <p>August 2021 (measures implemented to alleviate the most perennial course capping issues)</p> <p>August 2021 (phase out of shared lower level UG-PGT teaching)</p>	<p>The issue of course availability, at both UG and PGT levels, is a perennial challenge across the whole University. In this respect ECA is no different, and the School acknowledges that students can be left frustrated if they are unable to access their preferred optional course(s). There are two common causes for such issues: (i) timetabling clashes; (ii) capping of course sizes. In terms of the former, there is already work ongoing to seek compatible timetabling of the most common course options at various levels. However, solving the timetabling issue requires an institution-wide approach, which is ongoing and to which ECA will continue to contribute.</p> <p>In terms of the issue of course capping, the studio-, workshop-, and seminar- based nature of many courses at ECA makes this a particularly challenging issue. Course proposers will continue to be challenged to develop curriculum that is scalable, through Boards of Studies policy. The most direct solutions involve the development of new pedagogical approaches (which we note as common practice in other areas of the University), and/or designing courses in such a way as to make it practically feasible to teach them more than once per year. All such measures will, in time, contribute to the kind of cultural shift needed to encourage more scalable new curricula. In terms of the curricula that is currently offered, the ECA PG/T Director will work during 2019-20 to identify the key 'hot spots' where course capping is a perennial issue, and work with Subject Area Heads and wider colleagues to seek solutions.</p> <p>ECA acknowledges that there are a number of issues with the practice of shared UG/PGT teaching. The School would contend, however, that in the case of shared SCQF Level 10/11 teaching (i.e. final year Hons/Masters-level courses that share a degree of contact time, but with separate course codes, learning outcomes, and assessment), there are sensible arguments to continue such practices that align</p>	

	<p>months of their PGT programme. The panel recommends that these issues are taken into account in the recommended Postgraduate Strategy, with a clear articulation of the ethos and distinctiveness of PGT study within ECA.</p> <p><i>Who: PGT Programme Directors and Boards of Studies (ECA PGT Director)</i></p>		<p>with both pedagogical and resource-usage priorities (as long as there is clear and justifiable differentiation between the Level 10/11 course versions, and as long as students are clearly informed).</p> <p>In the small minority of cases where a degree of shared teaching takes place between lower-level UG and Masters-level, ECA agrees that such practices may not always be conducive to optimal student experience (though there may have originally been understandable reasons to develop such practices that relate to limited spaces/resources). To address this, ECA has taken, and is continuing to take, steps to develop new curricula and teaching strategies in the affected areas that will eliminate such practices entirely from 2021/22. ECA will also no longer permit the design of new courses that involve such a model of shared teaching.</p> <p>(See also the response to Recommendation 4.7, below.)</p>	
4.4	<p>Despite the generally positive experiences reported by online students, the review team are concerned by the lack of pedagogical consideration of the specific needs of online learners on the online MSc Digital and Media Design programme, given student's reported experiences of the way in which material is structured and presented to online learners. The panel recommends that as part of a wider postgraduate strategy for ECA, further attention should be paid to curriculum delivery methods and student support for online students, with an evidence-based approach towards the design of online learning experiences that scaffold student learning (through strategies such as chunking and active learning). This should include more opportunities for online students to interact with course material, rather than the current focus of relying on virtual</p>	<p>May 2020 (engagement of DMD students with External Examiner)</p> <p>August 2020 (initial MSc DMD programme review and recommendations + findings of ECA online learning working group – see also Recommendation 4.5 below)</p>	<p>Ongoing development of the Digital Media Design Programme is informed by a Principal's Teaching Award Scheme project ("CollaboratED: Collaborative Learning in a Shared Studio Environment for Digital Media Design Students") in which the Programme Director and colleagues are explicitly investigating improved support for online learners. This involves analysis of a number of types of data about students' experiences and learning needs. Over the next year, resulting insights will be used to develop and nuance the processes used in individual courses. It needs to be borne in mind that most courses in this programme are based very firmly on design projects and fundamentally active learning, including through collaborative group work.</p> <p>That said, in light of this recommendation a review of the MSc Digital Media Design (DMD) programme will be conducted with the Programme Director and wider academic team. Examples of University of Edinburgh best practice will be drawn upon, further internal expertise will be engaged (e.g. ECA Learning Technology team), and the potential for wider UoE support for programme development will also be explored (e.g. drawing on expertise within the IAD). Student engagement with the review will also be sought.</p> <p>In the current academic year (2019-20) we will also work to ensure that online students are given the same opportunities to speak directly to External Examiners as those on campus. Whilst our online students are already able to engage in such discussions, we will further emphasise the importance of this communication channel as a useful conduit for direct, actionable course and programme feedback.</p>	

	<p>access to on-campus sessions for online learners.</p> <p>Who: Programme Directors for Online PGT Programmes</p>			
4.5	<p>The panel recommends that consideration should be given to the purpose and future of online learning as a whole within ECA as part of a wider ECA postgraduate strategy.</p> <p>Who: ECA PGT & ECA PGR Directors and Board of Studies</p>	<p>August 2020 (findings of ECA online learning working group)</p> <p>2021-2 for PGR Distance Learning model</p> <p>2022-3 for PGT Programmes (if any new)</p>	<p>ECA is aware that the costs in developing and delivering quality, new online learning programmes is significant. Elements of online learning already take place across ECA via LEARN and other platforms, and ECA has engaged in MOOC development on a number of fronts, but a fully integrated online programme requires considerable resource, and clearly defined and understood strategic objectives.</p> <p>To this end, online learning has been identified as a key issue by the ECA Recruitment and Admissions Strategy Group (RASG), including the question of PGR online learning. A working group, initially reporting to ECA RASG, has recently (September 2019) been established, Chaired by the ECA Director of Technology Strategy, and with membership including the ECA Directors of L&T (UG, PGT, PGR), and the ECA Director of Communications and Engagement. It will consult with the Centre for Digital Education and the Near Future Teaching project, building upon best practice at Edinburgh and at external institutions, as well as drawing on findings from research into market trends and demand. However, the group will prioritise high quality digital education first and foremost, along with its alignment to broader ECA research strands and strengths. The initial focus of this working group will be centred on PGT and PGR programmes (see also below).</p> <p>During academic year 2019-20, the ECA PGR Director will circulate a policy paper on Distance Learning PhD models, with a view to introducing such a programme for 2021-2. There appears to be genuine demand for distance learning, and a recent paper at CAHSS PG Education Committee has established the wider University context.</p>	
4.6	<p>The panel recommends that the recommended ECA-wide postgraduate strategy should include strategic consideration of skills development and employability for its postgraduate students.</p> <p>Who: ECA PGT & ECA PGR Directors and Board of Studies</p>	<p>November 2019 (new programme-level early approval processes)</p> <p>August 2021 (sharing of good practice from accredited</p>	<p>ECA was pleased that the panel recognised the good practice in this area already embedded into curriculum practice across the School. Our reading of this recommendation is that there is some unevenness in provision across the School, and more might be done to share good practice and highlight what is done more explicitly. This is especially relevant given that a significant number of ECAs UG and PGT programmes benefit from external (professional) accreditation. We will look to find ways to foreground such good practice, including at relevant PGT and PGR Committees.</p> <p>Issues of skills development and employability have been central to a number of recent new programme designs (examples being the newly launched</p>	

		programmes at specifically-focussed PGT/PGR Committees)	<p>undergraduate BMus Music and BSc Acoustics and Music Technology degrees) and this good practice will be shared with colleagues looking to develop new curricula.</p> <p>To this end, a specific implementation of this Recommendation can be seen in newly defined ECA-level processes and guidance for new (and majorly changed) programmes. ECA has recently (October 2019) introduced a new School-stage early development process for such programmes (i.e. in advance of the initial CAHSS/College-level “Early Notification” stage) that will require proposers to provide a range of narrative commentaries that relate to skills development, employability, and a range of other key areas. By drawing attention to these important issues at the earliest possible stages, the intention is to embed them deeply within the cultural norms and expectations of colleagues across the School.</p>	
4.7	<p>The panel recommends that in creating an ECA-wide Postgraduate Strategy, there should be a strong emphasis on the clear delineation between undergraduate and postgraduate level teaching. The strategy should specify which PGT programmes are intended as conversion courses programmes (programmes for students with no undergraduate background in a specific subject area) and which as specialisations (programmes allowing students with an undergraduate background in a specific subject area to further specialise within this area), and this information should be made clear to potential applicants.</p> <p><i>Who: PGT Programme Directors and Board of Studies (ECA PGT Director)</i></p>	<p>August 2020 (initial findings of engagement project)</p> <p>August 2021 (enhanced external programme-level communications)</p>	<p>This Recommendation ties in quite closely with that of 4.3, addressed above. Noted here is ECA’s response to the issue of “conversion” vs “specialisation” programmes.</p> <p>ECA feels that the specific Recommendation that all PGT programmes should be clearly categorised and marketed as either “conversion” or “specialisation” is particularly challenging, for a number of reasons that pertain to both ECA, and many other Schools across the University. A key issue is that whilst some programmes may indeed be so categorisable, many of ECA’s PGT programmes fall somewhere between the two broadly named categories. In many cases, a certain level and type of background is often essential, but the whole point of the programme is to bring together a range of people from a range of backgrounds for a shared, co-beneficial educational experience. This issue is clearly of great contemporary relevance, in the context of increasingly cross-University curricula, and the burgeoning of EFI. ECA is concerned that simply categorising all PGT programmes into one of two such categories carries with it the risk to appearing to “undersell” what such “conversion” programmes actually represent.</p> <p>That said, ECA does recognise that there is always room to improve the clarity and quality of external marketing and communications information, so that prospective students have the clearest, most representative view of what is on offer, and why. To this end a new engagement/recruitment project has recently begun (started April 2019), led by the ECA Director of Communications and Engagement. This project will look closely at the external information, both in terms of content and communications processes, provided about all our PGT (and UG + PGR) programmes. ECA will look to improve the clarity and quality of this programme-level information, to better inform prospective students about the unique opportunities and student experience to be gained from enrolling here.</p>	
4.8	The panel recommends that an admissions and recruitment strategy should form part of the	November 2019 (RASG process)	ECA has worked throughout summer 2019 to clarify and extend the remit of the Recruitment and Admissions Strategy Group (RASG), which is Chaired by the ECA Principal. RASG will now play a key role in reviewing new (and majorly changed)	

	<p>recommended wider ECA postgraduate strategy.</p> <p>Who: ECA Recruitment & Admissions Strategy Group</p>	<p>December 2019 (first round of RASG-level review)</p>	<p>programmes at the earliest possible/sensible stage. Part of this will require RASG to appraise programme proposals against agreed Subject Area and ECA-level strategic plans. This new process will result in every such programme proposal being either (i) supported, in which case School-level funds will be released to help the proposers gain actionable market insight and other data; (ii) asked to review and resubmit, taking into account specific recommendations; (iii) rejected outright. Key to the operation of this new process is a shift in cultural expectation that any/all such programmes might be approved. Rather, ECA will take a more active role in shaping the strategic development of programmes that meet the School's wider goals.</p> <p>In addition, the ECA Director of L&T (PG/T) and ECA Head of Student Administration and Support Service (SASS) have been working closely with the CAHSS PG Admission Office (PGAO) to develop new processes for managing PG admissions applications. These processes build upon successful previous work in this area, including pilot processes for a number of programmes carried out during academic year 2018/19. The overall strategic objective is to reduce the amount of administrative processing work undertaken by academic staff, freeing them up to spend more time on applicant conversion and other activities.</p>	
5	<p>The panel recommends that ECA identify and implement ways to better integrate research students into the research culture, noting that the lack of transparency and consistency of some existing processes, such as desk and funding allocation, is hindering students' engagement with their studies.</p> <p>Who: ECA PGR Director</p>	<p>August 2020 for key issues, longer term for study space for practice-based students</p>	<p>Transparency in funding and in relation to allocation priorities for study spaces is fundamental to good student experience. Since the PPR, we have created an additional PGR study space in Alison House. However, study space is a finite resource and so it is very important that students are engaged in defining priorities and principles for usage. We will establish this year a PGR Spaces Group (student committee), reporting to the PGR SSLC. Students will therefore become the decision makers in relation to study space usage and protocols. The bigger challenge relates to practice-based spaces in ECA. The capital development plans for ECA will unlock some further provision here (see also Recommendation 2), but that is longer term. Discussion about opportunities for innovation including PGR spaces at EFI are ongoing. We have also since the PPR revised and improved the guidance and forms for the Postgraduate Research Expenses fund applications.</p> <p>(For wider issues of integration in research culture, see response to Recommendation 4.)</p>	
6	<p>The panel recommends that ECA review all postgraduate taught and research student spaces to ensure:</p> <ul style="list-style-type: none"> Spaces are of sufficient quality, consistent, available and appropriate to student need; 	<p>Ongoing work already in embedding more student-led decision making practices (i.e. in session 2019/20)</p>	<p>ECA is committed to improving all student spaces and have done and are doing so in a number of ways:</p> <ul style="list-style-type: none"> ECA is now (re-) establishing an ECA Space Strategy Group (first meeting on 30th October, 2019), chaired by the ECA Principal, where allocation of space, PG space issues, proposals and decisions will be high on the agenda, with oversight to address this PPR recommendation. 	

	<ul style="list-style-type: none"> • Spaces are fairly distributed according to need; • The process of space allocation is made clear to students and is consistently applied; • All students have access to the space required to complete their studies. <p><i>Who: ECA Principal & ECA Director of Professional Services</i></p>	2022-2023, and beyond, for more significant estates issues	<ul style="list-style-type: none"> • Review of PG spaces is already part of the consultation, design and proposed provision that will be implemented through ECA's major estate development. Significant improvements in the quality, fair distribution, and allocation of PG space will be delivered at key stages of completion over the next 3 years. • In the meantime, ECA will continue to assess and take the opportunity to improve PG space provision as we decant and re-cant our spaces and buildings through the major development phases. An early example of this is that we have already decanted some Design programme PG studios from the Fire Station to better spaces in the NE Studio Building (NESB) and have already agreed, with input from staff and students, to move these studios one final time when we decant the NESB to their long term desired home in Evolution House. • We have already undertaken a review and completed in May 2019 the re-allocation of staff and PGR spaces at Alison House to ensure adequate PGR provision. • PGR SSLC is setting up a PGR Spaces Group (see also Recommendation 5) specifically to manage the main cross-ECA shared PGR space on the 5th floor of Evolution House, and the newly-configured PGR spaces in Alison House in a consistent way. This Group will act as a pilot to inform future development of consistently applied and appropriate allocation of PGR space as we progress through the estate development and short term allocations of PG space meantime. • The ECA Space Strategy Group, noted above, will in 2019-20 look into whether and how PGT and PGR student cohorts might be allowed to expand their space usage during the summer period, when demand from UG cohorts is lower. This consideration will need to take into account the wider needs of academic researchers and practitioners. 	
7	<p>The panel recommends consolidating emerging initiatives to develop a more distinctive and confident culture of practice-based research within ECA.</p> <p><i>Who: ECA Principal, ECA PGR Director and Subject Area PGR Leads</i></p>	August 2021 (but ongoing as a project)	<p>This relates to Recommendation 4.2 above, and the comments made there apply equally well here.</p> <p>Furthermore, ECA agrees and accepts that more needs to be done to develop confidence in the practice-based research-community (among staff as well as students), and certainly REF2020 is fostering an understanding of practice-based research for staff that needs to cross-fertilise similar understanding within the PGR community. This is the key area for consolidation, but it is also true that PGR students model the notion of practice-based research in new and developing ways. Therefore, as part of our strategy to foster staff-student research exchanges across ECA, this will be a particular thematic focus over the next academic year. (It should be noted that the new Principal of ECA comes from a practice-based background.)</p>	
8	The panel recommends that ECA School management consider	October 2019 (for foundations of	We have already undertaken a major review looking at both UG and PG support and the feasibility of a single teaching organisation, the outcome of which is to	

	<p>increasing resources within the PGO office to allow the issues to be addressed.</p> <p>Who: <i>ECA Director of Professional Services and ECA Senior Management Team</i></p>	<p>the UG/PG admin support merger to be complete)</p> <p>2021-2022 for fully formed new SASS service</p>	<p>bring the UTGO and PGO together as one Student Administration and Support Service (SASS). This includes UG, PGT, PGR, and Student Support. We are in the process of implementing this major change to structure, service, ways of working and processes. Resource considerations have been assessed, and will continue to be assessed and addressed where necessary, throughout. The changes include new opportunities for development and progression within the wider team (a number of which have already resulted in internal progressions) as well as some adjustment to remits aligned to grade appropriate responsibilities and redistribution of workload and resource which, combined with the efficiency gains of rationalisation, will improve capacity and resilience across the new service. We are taking a phased approach to implementing, reviewing and bedding in these major changes, aiming toward a more fully formed long term structure and service by 2021/22.</p> <p>Two additional and major factors that will have significant bearing on our plans and future response to this recommendation will be changes to staffing, resource, location of services and work coming out of the Service Excellence Programme's Student Administration and Support strand (see https://uoesharepoint.com/sites/ServiceExcellenceProgramme/SitePages/Student-Administration-and-Support-Plans-and-Priorities.aspx, web link) and the aligned major review of future student support and personal tutoring (see SharePoint site, web link) and expected changes which will be implemented over the course of the next 3 years.</p>	
	<p>Please report on steps taken to feedback to students on the outcomes of the review</p>		<p>This 14-week report will be shared and discussed further at upcoming UG/PGT/PGR Committee meetings (all of which involve student representation). It will also be circulated within the PGR student committees, and will appear as an agenda item on an upcoming meeting.</p>	
<p>For Year on response only</p>	<p>Any examples of a positive change as a result of the review</p>			