

The University of Edinburgh

Internal Periodic Review
Year on response report

TPR of: School of Engineering 2018/19

Date of review: 20/21 February 2019

Date of 14 week response: 18 September 2019

Date of year on response: expected 12 June 2020, received 23 November 2020

The School 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.

Rec no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	The review recommends that there is a need for the School to reflect and develop a strategic vision and that this exercise is prioritised to enable this vision to inform other areas of development.	2021/22 for 1 st year, then other years following on	Conversations on developing a strategic vision began at the School Away Day on 4 th September 2019. These will continue to be discussed with all staff via the Management Committee, School Learning and Teaching Committee and as part of the school wide curriculum review. Year on update: CRWG (the School's Curriculum Renewal Working Group) had worked on our strategic vision and started establishing our early years curriculum pre-Covid. We accelerated this due to the current circumstances, implementing changes to our 1 st year (and some of 2 nd year) from September 2020.	
2	The review team recommends that the School examines their marking policy, and investigates why, in some areas, scaling of marks appears to be happening routinely rather than by exception. Following this exercise, the School should provide clarity to both students and staff on when and why scaling will be used.	Ongoing	This is a high priority item for School Learning and Teaching Committee discussion during this academic year. Year on update – JREC update: DDOLT Director of Learning and Teaching, (Academic Standards) met with Convenors of BoEs in February to discuss scaling at BOEs and the reasons for it. It was noted that this was not a widespread issue across the School, but that DDOLT (AS) would draw up a set of guidelines for staff relating to the setting and marking of examination papers with a view to reducing the need for scaling. The document has been started, but delayed due to events in March.	

3	It is recommended that the School review and reflect on feedback provided to students to ensure it is effective, transparent, useful and timely	2021/22 for 1st year, then other years following on	<p>This was discussed at the School Away Day on 4th September 2019 as well as at individual Discipline Teaching Review meeting, it will also be included as part of the school wide curriculum review.</p> <p>Year on update: CRWG – this has influenced the restructuring of our 1st and 2nd year, with an emphasis on more use of coursework with effective feedback prior to the next submission.</p>	
4	The review team recommends that the School makes space (both within workload allocations and by providing support, recognition and reward) for innovative teaching practice and considers how teaching practice can be shared across the School	Ongoing, see Rec 1	<p>Following the appointment of the new Director of Learning and Teaching, new deputy DOLT positions have been identified, (but not yet appointed), including Deputy DOLT CPD who will work with the Deputy Head of School on academic professional development (including workload aspects). The consideration of sharing teaching practice was also discussed at the School Away Day, on 4th September 2019, and well received by staff present. This will be considered as part of the school wide curriculum review.</p> <p>Year on update – Paused by COVID, however this influenced our 1st and 2nd year restructure for 20/21. The School's workload allocation model is currently being revised by Deputy HoS. Formal work on the support, recognition and reward aspects by DDOLT CPD have been delayed due to Covid; however, a positive consequence of the changes to our curriculum and delivery mode have been numerous examples of innovative teaching practice, and sharing of these amongst colleagues, through discipline groupings and less informal discussions. DDOLT CPD will resume work on the more formal support.</p>	
5	The review team recommend that the School ensures that T&D tasks allocated are reasonable within the time allocated. In addition, Tutors and demonstrators must not commence their duties until the School has provided them with necessary formal induction on all core aspects of their role. The School could consider a system of noting pre-requisites to teach on any specific course and record that these have been met before starting tutor and demonstrator duties.	Ongoing	<p>Prerequisites will be highlighted in relation to applying for posts, as PGRs should have relevant experience of the subject matter having previously attended the same or similar related courses. This knowledge would ensure that T&D tasks should normally be completed within the time allocated. The new Deputy DOLT CPD will continue the work begun by the T&D Academic Champion.</p> <p>Year on update – Plans were in place however COVID has overtaken and requirements of support from T&Ds increased – will revisit in the future.</p>	

6	The review team recommends that the School considers ways in which T&Ds can receive feedback and how they may provide feedback on their experiences	Discussions and planning for launch 2020/21	<p>Systems were developed with previous the T&D Academic Champion to provide opportunities for student review and POOT. Discussions now suggest developing self-review forms with the opportunity to discuss any issues with Course Organisers. T&Ds should continue to be made aware of the feedback options available to them.</p> <p>New Deputy DOLT CPD will continue work of T&D Champion role.</p> <p>Year on update - New Deputy DoLT CPD develop feedback approach based on brief feedback forms to be completed during an informal discussion between T&Ds and Course Organisers/academics. Form will record main good practice, T&D's approaches that may benefit from further improvement, and additional IAD training suggestions for the T&D. Implementation planned for 2020/21 academic year; postponed due to development of Covid-19 hybrid teaching/Curriculum Renewal.</p>	
7	The review team recommend that the School follow up with the IAD to review T&D training and development opportunities such as the Introduction to Academic Practice course (a Higher Education Academy accredited course aimed at tutors and demonstrators), or level 1 of the Edinburgh Teaching Award	Ongoing, current discussions on how to encourage completion (priority discussions with HR)	<p>Additional training sessions were developed, in conjunction with IAD, and delivered for 2018/19 academic year. The HEA accredited course is also signposted in PGR induction and linked on the wiki.</p> <p>New Deputy DOLT CPD will continue work of T&D Champion role.</p> <p>Year on update – New Deputy DoLT CPD has continued delivering training sessions for 2019/20 and 2020/2021 academic years, including additional time during the sessions to explain IntroAP and EdTA paths to accreditation</p>	
8	The review team recommends that a review of CPD activity is undertaken to establish participation and support for CPD, and to send a clear message that development and performance of staff is a priority for the School	Ongoing	<p>New Deputy DOLT CPD role will have responsibilities in this area.</p> <p>Professor Alan Murray will be working with the new Deputy DOLT CPD to deliver a mentored Edinburgh Teaching Award in the school.</p> <p>Update: DDoLT CPD now appointed and working with Professor Alan Murray on this.</p> <p>Year on update – Discussions with IAD ongoing, although short term priority shifted to providing support</p>	

			and resourced for hybrid teaching/Curriculum Renewal. This included series of Curriculum Renewal in Engineering Workshops (CREW, 7 in total), as well as SoE ABC Workshops (5 in total), which also introduced CD ² /ND ² framework to staff.	
9	In addition, the review team recommends that the role of the TESE Chair is carefully embedded via definable objectives, with both near and long term deliverables together with support for growth and dissemination of outcomes, and clarity on integration of the role within the School management structure. The review team recommends that the aims and objectives of the role are widely communicated to staff at all levels to facilitate opportunities for staff to engage with initiatives	Ongoing	TESE Chair role will become part of School Learning and Teaching Committee, working with new DOLT, Assistant DOLT and Deputies to discuss objectives. The TESE Chair was also heavily involved in the planning and delivery of the School Away day in September 2019, which has begun the process of further engagement with staff. Year on update – TESE led on online exams for Semester 2, was involved in 1 st and 2 nd year restructure, our “hybrid seminars” (for in-person and digital attendees) and remote lab development. This has led to far greater awareness around the school of the TESE Chairs role across the school. Following our Covid response, digital education will have an ongoing important role in the school. We plan to revise our teaching governance structure post-Covid, and the TESE role will be part of this revision.	Completed
10	The review team recommends that students are engaged by and involved in the curriculum review	See Rec 1	We will certainly work carefully to ensure students are involved. HoS/DOLT drop in sessions to ensure available to all students and the creation of a student council will allow closer connection and involvement of students. Year on update – 3 student council sessions were held last academic year and 2 sessions (so far this year); active student representatives have been part of the development in CRWG, and although this was disrupted over the summer, student engagement is a priority for future planning and curriculum development.	
11	The review team recommends that the curriculum review also needs to take into account Widening Participation students (WP) and underperforming students in considering engagement with optional aspects such as extra-curricular activities	Begin to implement from 2020/21 academic year	DOLT recently met University WP staff to discuss our current situation and how we ensure we better engage WP. DDOLT WP now appointed and is exploring options for WP support mechanisms. Including arranging to meet with the University WP staff.	

			<p>Year on update – 1st Year restructure has improved transitions into University learning at its heart to support different groups of students; however, this requires more work.</p>	
12	<p>The review team recommends that the School considers incorporating inter-disciplinary projects into all years, to provide students with increased experience of working on projects. At the same time, consider incorporating formal teaching of teamwork skills into the first year curriculum</p>	Ongoing	<p>This will be considered as part of the curriculum review, and was one of the discussion points at the recent school away day.</p> <p>Year on update – 1st year now includes multiple interdisciplinary projects embedded in new curriculum within the “Engineering Principles 1” course that was introduced as part of our revised curriculum.</p>	
13	<p>The review team recommends that the University and Students’ Association consider ways to increase accessibility of existing services and review possible integration of support services currently based at the central campus</p>	ongoing	<p>School notes continued frustrations on access to support services at Kings Buildings.</p> <p><u>Response from Gavin Douglas, Deputy Secretary, Student Experience</u> Student Counselling (SCS) currently have access to 2 counselling rooms at Murchison House, and Student Disability (SDS) have access to 1 room (all 5 days a week). SDS has also brokered a deal for temporary use of another room 4 days a week until spring 2020.</p> <p>Both services would welcome more space at KB- SDS has around 800 students registered with the service in Schools based at Kings. Ideally we could provide counselling (including groups), some assessor capacity, more mental health mentors and some management cover/ drop-in and problem-solving capacity. The Director of Student Wellbeing has raised this with the CSE College Office in the first instance and discussions are ongoing about suitable space.</p> <p><u>Response from Students’ Association:</u> In the 2018/19 academic year, The Advice Place renovated the Kings Buildings office space and increased capacity for advisers by adding an extra desk. Although the office offers an open drop in service from 11am-2pm, students can book appointments at any time between 9am and 6pm Monday to Friday.</p>	

			<p>The Advice Place would welcome the opportunity to work with the School of Engineering on ways to advertise the opportunity to book appointments at KB during the week. We would also be keen to work with the School to more effectively promote the alternative ways to contact The Advice Place which include phone and email.</p> <p>Data from The Advice Place suggests that students studying at Kings Buildings choose to come to the office in Bristo Square. 91% of the in-person contacts with students from the School of Engineering in the academic year 2018-19 were at the Potterrow office and only 9% were at Kings Buildings House. It is not clear if students at KB choose to come to central campus because they don't know about the opportunity to make appointments at KB or because they prefer to go to central campus. Anecdotally, when a student based at KB is offered an appointment on their own campus, they often request to meet in the central area instead.</p> <p>As the School and The Advice Place work together to advertise the service to Engineering students in 2019/20, The Advice Place will monitor engagement with the service and see if this additional promotion increases attendance at both the KB Office and the Central office.</p> <p>Unfortunately, The Advice Place works with limited resource. During the drop-in at KB 11-2 we never fill all of our drop-in slots, it is not uncommon to have only 1 or 2 students come in. In the same time at the Potterrow Office an adviser is often full to capacity seeing 9 students in 3 hours with our receptionist and volunteers fielding more quick enquiries. With a limited resource, it is therefore currently a more effective use of time for The Advice Place to base its advisers at the central office.</p> <p>The Advice Place continually reviews its provision and would welcome the opportunity to work with the School of Engineering on an ongoing basis to offer an accessible service to students in the School.</p>	
14	The review team recommends that the School further reflect on the outcomes identified through its recent engagement with the LEAF project	Ongoing	<p>This will be considered as part of the curriculum review.</p> <p>Year on update – CRWG is looking at the culture for both staff and students as well as assessment and feedback, we</p>	

			are also consulting with IAD for a school wide curriculum review similar to an ELDeR.	
15	The review team recommends the investment in the Maker Space to accommodate and support the growing number of student-led project activities in the School	Ongoing	As an Engineering School this is something we agree is important both for student-led projects and to support the hands-on skills that are a vital part of and engineering training. However, University planning restrictions are currently a barrier. Space for activities remains a challenge within the School, however we are optimistic that plans are clearer within the next few months, by End April 2020. Year on update – Progress had been MADE; however, this is now paused and under review due to Covid19	
16	The review team recommend that the School are clear and transparent about the balance of credit in relation to workload, highlighting other benefits where appropriate, in order to manage expectations for both students and staff.	Ongoing	This was discussed at the away day on 4 th September 2019 and will be considered as part of the curriculum review process. Year on update – Several of CREW discussions related to this topic (e.g. contact time with students, scalable assessment, student resilience and grade seeking, soft/hard skills, etc.). Outcomes of CREW are being taken into account by CRWG	
	Please report on steps taken to feedback to students on the outcomes of the review	We are in the process of appointing the new programme reps for 2019/20 and will discuss the TPR process and outcomes with them, at an initial meeting, during week 3. We will also encourage discussion at SSLC committees in week 5.		
For Year on response only	Any examples of a positive change as a result of the review	Curriculum changes for September impact on staff and students		