

The University of Edinburgh
Internal Periodic Review
14 week response report

Internal Periodic Review of:

Date of review: 20-22 April 2021

Date of 14 week response: 19 January 2021

Date of year on response:

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.

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	<p>Growth and rationalisation The review team recommends the School ensure resources are available to sustain the level of professional services support. (See also suggestion 1 below.) section 2.7 in the report</p>	Ongoing	<p>The target setting process carried out for 22/23 and beyond sought input from professional services to ensure support within the Student and Academic Administration area linked to student intake is built into staffing plans.</p> <p>An additional 2fte of Student Support have been recruited in 21/22, further FTE has been built into the plan in anticipation of changes to student support across the University in 23/24.</p>	January 2022
2	<p>Supervisor Allocation and Research Community The review team recommends the School continues bedding in and growing capacity of the research thematic hubs, some of which are more established than others. It may be useful to reflect the approach taken to the School governance restructure and to consider how to measure success. There is a need for clear communication to students of the vision for and purpose of the hubs. (1)</p>		<p>Induction welcome presentation now has a section devoted to Thematic Hubs in which the PGR office outlines and explain the Thematic Hubs.</p> <p>PGR seminar training is embedding more information on Hubs in the appropriate sessions.</p> <p>Moving forward, Hubs should have more involvement in running some of these training seminars for PGR students.</p>	October 2021 -and- Ongoing (clear communication for this does not have a final end date).

	<p>The review team recommends that the School encourages early career staff to join supervisory teams. In discussion with the College, the School should explore how the Work Allocation Model for 4th year supervision can provide some continuing support for those PhD students who have been unable to submit their thesis within three years. (2.7)</p>	<p>May -October 2021</p>	<p>The PGR team have for the first time developed a new paper documenting supervisor criteria. (This is inclusive in that it permits Teaching Fellows and less experienced colleagues to join supervisory teams under certain circumstances. This also enables colleagues to see what criteria is required.</p> <p>When new members of academic staff join the School, HR inform the PGR office who then liaise with the new staff member and instruct them to complete supervisor training and upload their details to the School “supervisors” web pages (if they meet the criteria for supervising).</p>	<p>October 2021</p>
<p>3</p>	<p>Internationalisation</p> <p>The review team recommends the School continues the work with Edinburgh Global to identify countries that offer state funding schemes for study abroad. These may provide further recruitment opportunities, although the review team noted that the current level of fees was likely to be a limiting factor. The School should consider exploring opportunities for scholarships that support diversity and international students with Scholarships and Student Funding. (2.5)</p> <p>The review team recommends the School continues with current activity and involves its diverse student voice with this piece of work (EDI and Internationalisation). The School has the potential to use education in different countries to gain perspective and critically engage with internationalisation. More cultural diversity and student-led activity could support internationalisation and community building. (2.5)</p>		<p>The Director of Internationalisation, working with the Marketing and Communications manager, put a paper through the School Executive (May 2021) which targeted recruitment activity on five countries which were identified by Edinburgh Global as potential areas to diversity student recruitment: India, Indonesia, Japan, Saudi Arabia, and the United States of America. A £10,000 fee reduction scholarship is also being offered at PGT level for each of these five target markets. Alongside this work, the Marketing and Communications manager has established stronger connections with Edinburgh Global in order to gather information on state funding schemes for study abroad.</p> <p>Over the past two years, the School has developed an extensive student experience group coordinated by the Deputy Head of School. A key strand of this group involves improving the international student experience in terms of: community building (coordinated by the Student Experience and Support Office); and organising “Practice Worth Sharing” workshops to help students understand implicit expectations in a different higher education context. Further to this, in the first half of 2022, a Short-Life Working Group led by the</p>	<p>May 2021</p> <p>July 2022</p>

			Director of Internationalisation will look at how the School currently follows the principles of <i>Internationalisation at Home</i> and <i>Internationalisation for All</i> with the aim to further strengthen student support, and the campus community/environment in relation to these principles.	
4	<p>Communication The review team recommends the School considers how to communicate clearly and signpost relevant course information on assessment and learning outcomes to students. (2.2)</p> <p>The review team recommends that the School considers closing the feedback loop to ensure information on actions taken in response to student concerns is clearly signposted. (2.4)</p>	<p>Completed</p> <p>October 2021</p>	<p>PGR team updated the PGR SharePoint pages (Staff and Student version) to clarify annual review processes. A number of key processes were streamlined and more explicitly communicated. (For example, clarifying the common misconception that the first Annual Review is called a Progression Board – rather than the correct name, Annual Progression Review - and the mistaken assumption that subsequent ARs are not forms of assessment in which students’ studies can be discontinued).</p> <p>Student inductions and staff tutor training will incorporate reminders of this and will draw attention to the communicated updates (location and messages themselves).</p> <p>This is an issue raised through Student Voice and shared with School. Actions planned included support and training for course organisers - including increased visibility of SharePoint guidance.</p> <p>Practice Worth Sharing Sessions from COs who have been praised by students for clarity of this information (July 28th).</p> <p>NB this is being done so we need to explore with students why they are not finding this information</p>	<p>January 2022</p> <p>Ongoing</p> <p>October 2021</p>

	<p>The review team recommends that the School reviews its marketing material to ensure that student expectations reflect their on-programme experience. Section 2.5</p>		<p>PGR student rep meeting minutes are available to all PGR students on request. PGR reps are encouraged to use their own communication channels to communicate official PGR reps meetings with the PGR office.</p> <p>When the PGR office receive written feedback or questions / concerns, the PGR Director responds with a detailed bullet point document (not dissimilar to this document) listing all questions/concerns and how the PGR office will response/action them.</p> <p>Furthermore, closing the loop on communication is already being done through live sessions led by DQAE and at course/programme level. What needs further investigating is finding out why students miss this/do not feel the loop is closed. The work of the Student Voice intern should identify what students need. Student Voice intern is exploring student perspective on feedback mechanisms and how they would like the feedback loop to be closed.</p> <p>Once findings are in, DQAE and colleagues can take forward actions as relevant and in line with the School and UoE's new Student Voice policy</p> <p>Working with colleagues across the School, the Marketing & Communications team carry out an annual review of the programme information we provide to prospective students via the 'Degree Finder' webpages. The Marketing & Communications team have also started to gather video testimonials from current students – examples from our MSc Comparative Education and International Development can be viewed here – and</p>	<p>Ongoing</p>
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			<p>these do go some way to help reflect the diversity of our student body on a particular programme. The Team also continues to work closely with the Director of Internationalisation, to develop marketing materials to support our School's Strategic Plan including diversification by nationality. We want to present Moray House as open and inclusive so as to encourage applications from a wide range of geographies and backgrounds.</p>	
5	<p>Postgraduate Tutors The review team recommends that the School considers ways to share training and support good practice across the School. This should include consideration of the benefits of formal mentorship arrangements, peer observation and networks for postgraduate tutors, as well as supporting student aspirations to undertake the Edinburgh Teaching Award and AdvanceHE accreditation. There may be further benefit in appointing a role with oversight for postgraduate tutoring within the School. (2.7)</p>	<p>Ongoing</p> <p>May 2022</p>	<p>We continue to further develop our staff tutoring training. We discuss real-life case studies to develop inexperienced tutors' confidence and knowledge.</p> <p>There are ideas to strengthen the support network for PGR tutors. These include investigating the possibility of funding support for regular coffee shop type sharing of experiences and ideas. Perhaps a monthly support group meeting of PGR tutors would apply too. This will be further explored with the HOS and colleagues to see if there is a desire among colleagues to implement such ideas.</p> <p>All PGR students are made aware during their inductions and via the PGR SharePoint pages of the opportunity to gain accreditation for their teaching experience via the Edinburgh Teaching Award.</p> <p>Following a discussion with HoS, it was decided that no appointment would be made to oversee PG tutors and that this should be the responsibility of the DPGR.</p>	

		Prior to semester 1 of 2022/23	<p>Peer observation - This matter will be discussed at the next Learning and Teaching committee meeting. Here, a working group will be formed which will then identify ways to better embed existing good practice, identify areas regarding training and mentorship that need to be developed, and implement these developments.</p> <p>Further Actions:</p> <ol style="list-style-type: none"> 1. DPGR to liaise with Programme Directors so that he/she has an oversight of PG Tutor recruitment across the School. 2. DPGR to arrange formal training and mentoring of PG tutors, including setting up observations of teaching and ensuring feedback is given e.g. through peer observations. <p>The current Student Experience Grant Workgroup led by Andrew Horrell and Annie Yang is exploring ways to connect PGT and PGR students through buddy schemes and events. This could give PGR students experience and confidence to carry out tutor roles.</p>	
6	<p>Student voice The review team recommends that the School explore how to ensure students have clear routes to participation in development plans. (2.4)</p>	Ongoing	<p>The PGR Office and academic staff have regular PGR reps meetings to ensure students are involved in planning and decisions in this forum as much as possible when appropriate. For example, there is a current ongoing desk/office situation for PGR students. The PGR Office has had regular communication with students to ensure their voices are captured in attempts to resolve this issue of working desk or space. The channels used to gather PGR students input have included engaging PGR reps in discussions and sending of letters directly to every PGR student in December. These have been some of the</p>	

			<p>mechanisms used to enable participation to resolve the matter. Similarly, other development plans do follow similar systems of engaging Student reps and hosting town halls.</p> <p>Student reps are members of School decision making committees such as Curriculum Management Group, Board of Studies and Learning and Teaching Committee. DQAE ensures that each committee sure individual rep members are representing wider student perspective.</p> <p>We have initiated a new School Student Voice Policy after consultations with students and staff. Our intention is to review this with students at the end of the academic year and implement any revisions as appropriate.</p>	
	Please report on steps taken to feedback to students on the outcomes of the review		<ul style="list-style-type: none"> We will share the recommendations and potential actions with the PGT and PGR reps. 	
For Year on response only	Any examples of a positive change as a result of the review			