

The University of Edinburgh
Internal Periodic Review
14 week/ Year on 2021 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: 08 September 2022

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>	Addressed and 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 Services 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 and ongoing
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>	Addressed and ongoing	<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. Moving forward, Hubs are developing different practices for the integration of PGR students in the research culture of the School. These different approaches will be evaluated and lessons learned disseminated.</p>	October 2021 -and- Ongoing (clear communication for this does not have a final end date).

	<p>Supervisor Allocation and Research Community</p> <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>	Addressed and ongoing	<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>	October 2021 and ongoing
3	<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>	Addressed and ongoing	<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.</p> <p>The five PGT ‘country scholarships’ have been awarded for AY 2022/23 and the criteria, and application and selection procedures are being reviewed in October 2022.</p> <p>In October 2022, the School Executive will consider a proposal to develop a partnership between MHSE and Becal, the government funded national scholarship programme for Paraguayan nationals. Becal is placing emphasis on funding postgraduate students in the area of Education and the proposal would enable MHSES to ‘pilot’ an approach, in line with the <i>Moray House Country Scholarships</i> and already used by other UK universities.</p>	<p>May 2021</p> <p>Update: September 2022</p> <p>Update: September 2022</p>

			<p>The MSc in Digital Education successfully attracted British Council scholarships enabling students from the Ministries of Education of South Africa, Nigeria, Kenya and Ghana to join the programme from January 2023.</p> <p>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 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.</p> <p>The SLWG has been delayed and the plan is for it to run from October 2022 to January 2023</p>	<p>July 2022</p> <p>Update: September 2022</p>
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>	Completed	<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</p>	January 2022

	<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>Addressed October 2021 and ongoing in training</p>	<p>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>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</p>	<p>Ongoing in training</p> <p>October 2021</p>
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	<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>is finding out why students miss this/do not feel the loop is closed. The work of the Student Voice intern informed further enhancements to the process.</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 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>	<p>Addressed and ongoing activity</p>
5	<p>Postgraduate Tutors (staff perspective) 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.</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>Prior to semester 1 of 2022/23</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> <p>DPGR to liaise with Programme Directors so that he/she has an oversight of PG Tutor recruitment across the School.</p> <p>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> <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>	<p>Ongoing</p>	<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 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</p>	

		<p>of Studies and Learning and Teaching Committee. DQAE ensures that each committee ensure that individual rep members are representing the wider student perspective.</p> <p>We implemented a new School Student Voice Policy in November 2021 after consultations with students and staff. The new Student Voice policy has decentralised gathering of student feedback so it is more specific to School, programmes and course priorities while also allowing more immediate responses to Student Voice than CEQs ever permitted. Formalising 'mid course review' style opportunities for every course was welcomed and, thanks in part to the signposting of resources to support staff with this, continues to have good engagement from all.</p> <p>To raise visibility and engagement in SV processes, infographics have been created showing key student voice themes from 2021/2022 and visual representations of the student voice opportunity and response timeline to increase visibility of Student Voice. These are to be shared in Welcome Week and in programme Learn sites. Staff training on student voice in September is also expected to improve communication of SV opportunity , feedback and response.</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. • Funding has been secured to develop infographics for electronic and paper displays. These explain student voice and summarise the key themes arising from students across the School, and will be used during Welcome Weeks this year to help raise visibility of what student voice is and how we respond. The policy will be reviewed at the end of each semester. 	
For Year on response only	Any examples of a positive change as a result of the review	Embedded in updates above.	