Internal Periodic Review
14 week response report

Internal Periodic Review of:
Date of review: March 2022
Date of 14 week response: 1 September 2022
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	The review team **recommends** that the University prioritise good quality student social space for all students during the design stages of estates projects.	Ongoing	• The School commits to working with the College and University to prioritise good quality student space for all students.	
2	The review team **recommends** that the CTP invites and encourages schools to share their proposals for how the future Edinburgh curriculum will be implemented locally.	Ongoing	• The School will continue to engage with the CTP.	
3	The Review team **recommends** that a dedicated School Deputy Head be appointed to support the Head of School and help drive forward change and monitor consistency of the student lifecycle across the subject areas.	End of semester 2 2022/23	• Academic Director of Teaching roles re-organised and role descriptions revised to better manage change and monitor consistency of the student lifecycle across the subject areas. Revised model to be trialled in 2022-23 and reviewed over course of year. • Expanded version of School Representative on Promotions Committee encompasses deputising for Head of School within remit, with a view to transitioning to new Director of Faculty role over course of 2022/23.	
4	The review team **recommends** that the School establish a set of baseline expectations and guidelines for key processes (such as marking, feedback, and staff training) across the three subject areas, monitor adherence to these standards, and enhance collaboration between the different subject areas at all levels (more shared teaching, research, outreach activities etc.).	End of semester 2 2022/23	• The Director of Teaching will work with Head of Teaching Administration and QA Director to review expectations and guidelines over 2022-23 to ensure set of baseline expectations and guidelines for key processes in place.	

5	The review team **recommends** that the School undertake a strategic review of the type and volume of assessment being used across the three subject areas to replace the traditional examination.	End of semester 2 2022/23	• Director of Teaching and QA Director to conduct strategic review of assessment in 2022-23, in dialogue with University of Edinburgh's 'Assessment and Feedback Principles and Priorities'.	
6.	The review team **recommends** that the School ensure that all pre-Hons tutors have appropriate feedback training, that a more systematic feedback mechanism be implemented (e.g. using a standard structured template or cover sheet), and that they are all equally monitored and supported through the marking process.	End of semester 2 2022/23	• Feedback training is currently addressed through induction and Teaching in HCA Learn site. School and Subject Area Directors of Teaching to review training over 2022-23 and consider systematic feedback sheet. • The School will explore reviving the Teaching Circle (paused during pandemic) to support GH tutors (alongside other academic colleagues) in developing their teaching practice.	
7.	The review team **recommends** that the University provides schools with clear and regular communication regarding the new Student Support system, particularly in regard to how the new system will be implemented and appropriately resourced.	Ongoing	• The School has created a School-level Implementation group to work towards Phase 1 implementation in 2022-23 and Phase 2 in 2023-24.	
8.	The review team **recommends** that the School explore ways of proactively involving students at all levels at key strategic stages in the decision making process.	End of semester 2 2022/23	• Head of School, Director of Teaching and Director of EDI to review over 2022-23. • New Student Experience Officer, starting Semester 1 2022, will support strategies for student engagement.	
9.	The review team **recommends** that the School sets out its WP aspirations and then asks Student Recruitment and Admissions (SRA) and the University WP team to support the School to fulfil these aspirations.	Ongoing	• The School has created a WP working group which will take this forward.	
10.	The review team **recommends** that the University support schools in addressing attainment gaps by setting institutional baseline expectations and sharing good practice.	1 year	• The School QA Director has analysed current and recent attainment gaps. • School WP working group to work with School Teaching Directors, QA Director and EDI Director to develop action plan over course of 2022-23.	

11.	The review team **recommends** that the School encourages and supports tutors and demonstrators to gain accreditation by applying for Associate Fellowship of the Higher Education Academy (HEA).	End of semester 2 2022/23	• Tutors and Demonstrators are currently encouraged to work towards Associate Fellowship of the HEA through induction and training events (session on 'Further Training Opportunities, IAD and how to find out more') and through the HCA Tutor and Demonstrator Handbook. • Over the course of 2022-23 Teaching Director will consult with Tutors and Demonstrators via the PG/PT liaison committee to explore what the barriers to accreditation might be and how to encourage more tutors and demonstrators to take up these opportunities.	
12.	The review team **recommends** that the School establish a forum or annual event where staff supporting PGR students can discuss issues and share good practice.	Spring 2023	• The PGR Director to consider in context of upcoming postgraduate IPR in 2022-23.	
13.	The review team **recommends** that the School works with the University to make more confidential spaces available to allow staff to meet students individually.	Summer 2022	• New confidential meeting spaces created in context of roll out of Phase 1 of new student support model.	
	Please report on steps taken to feedback to students on the outcomes of the review	Report and 14 week response to be shared with students in Semester 1 SSLCs.		
For Year on response only	Any examples of a positive change as a result of the review			