Internal Periodic Review
14 week response report

Internal Periodic Review of: School of Informatics
Date of review: 11-12/03/2022
Date of 14 week response: 21/11/2022
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 **recommended** that the School must take steps to reduce the workload of both students and staff, and that this should be achieved through reduction in assessment (Theme – Assessment and Feedback)	3 years	Implemented immediate short-term measure to reduce coursework assessment volume (in terms of typical hours) by 25% across all courses. Assessment workshops offered to staff as part of regular Teaching Hour.	
2	The review team **recommended** that the School consider the quality and quantity of current assessments, including vetting of assessments. The School should seek to avoid diminishing returns in assessment (repetition of tasks testing a particular learning outcome), and this should be a consideration in assessment design (Theme – Assessment and Feedback)	3 years	Initiated and completed a review of all assessments as first part of the School's ELIR action plan. Introducing new process to monitor coursework assessment w.r.t. expected workload and assessed learning outcomes.	
3	The review team **recommended** that the School should consider how assignments are communicated to students, considering the instructions provided prior to assessment, and that clear guidance should be given at the outset of each course regarding the marking criteria (Theme – Assessment and Feedback)	1 year	Preparing assessment templates for course organisers which require statements on expected number of hours for coursework assessment, and also breakdown of high-level marking criteria and marking scheme.	
4	The review team **recommended** that the School continue to undertake wholesale reviews of course offerings by individual research units in order to avoid repeatedly assessing the same learning outcomes, and overassessment. (Theme – Assessment and Feedback)	1 year	Introduce new process whereby proposers of new course must consult with Learning Design specialists in the School prior to course approval by BoS. Considering to capture and assess programme level learning outcomes at key stages of the programme.	

5	The review team **recommended** re-application for Athena Swan accreditation, and continuation of focused recruitment of students and staff from minority backgrounds, including Widening Participation (Theme – Equality, Diversity and Inclusion)	1 year	School has appointed a senior academic (Stuart Anderson) as the leader of the Athena Swan re-application effort. The School is actively engaged in the creation of a CSE Foundation Year Programme, hoping to increase recruitment of students from minority and Widening Participation backgrounds.	
6	The review team **recommended** that the School seek to ensure that students and staff had a shared understanding of the workload required by the DRPS (Theme – Student Support)	1 year	Rolled out a new teaching induction programme for new teaching staff where assessment, workload etc are covered. Arranged institute talks on workload (in relation to assessment) and marking scheme. Relation of credit weight and nominal hours introduced in all student welcome talks, and also student cohort meetings.	
7	The review team **recommended** that the School should seek to engage with community building initiatives (Theme – Sense of Belonging)	2 years	Now running for the first time themed Listening Groups (e.g. Widening Participation, Female Students). Continued engagement with Hoppers (Female and Gender Minority Students in Informatics). Designed cohort activities as part of the new student support system specifically around community building.	
8	The review team **recommended** that, building on the School's ELIR Action Plan, the School should take steps to ensure quality and quantity of useful, timely and meaningful feedback was consistent across and within courses (Theme – Assessment and Feedback).	2 years	Regular review of data from the CEQs relating to feedback, e.g. as part of the normal operation of the Teaching Committee, in order to drive this QA process. Continued weekly meetings with student reps to pick up and correct feedback/assessment issues before the end of the academic year.	
9	The review team **recommended** that the School should review how activities associated with running courses are allocated between course organisers, the Informatics Teaching Office and Teaching Assistants to help to ensure appropriate assignment of tasks and manage workload.	2 years	Reviewed the Teaching Office service agreement in the light of new CO duties. Small-scale trial in preparation which seeks to better support Course Organisers of large course, e.g. through a dedicated member of admin staff to deal with administrative tasks beyond what course secretaries are typically able to provide.	
10	The review team **recommended** that the School continue to raise their suggestions and concerns in a constructive way with Student Systems and Administration regarding the suitability and implementation of systems such as ESC and Assessment and Progression Tools (APT)	Open-ended	School representatives (HoS, DoT, ITO Manager, LT team) are engaging with relevant committees and directly with individual stakeholders across all levels of the University, providing feedback on shortcomings and suggestions on possible improvements. Update from Lisa Dawson An ESC review is currently underway, this has a number of strands and is governed by a leadership group compromising Lucy Evans, Dave Robertson, Sabine Rolle, Lisa Dawson and supported by Olivia Hayes. A desk based review was undertaken earlier in the year. Sarah McAllister, Rebecca Shade and I are currently meeting Schools to discuss the outcomes from the review and to hear more about what's working well along with areas for service improvement. Alongside this, there is a policy review group	

			chaired by Sabine Rolle commissioned by APRC, this will report back early 2023.	
11	The review team **recommended** that the School made the changes to courses which had taken placed based on student feedback highly visible, perhaps in the form of a 'You suggested, We responded' campaign, with clear explanations of how a course had changed or improved as a result of student feedback. (Theme – Assessment and Feedback)	1 year	New and updated courses to be covered in course selection sessions led by Programme Directors. Sessions to be delivered before students enrol, so that feedback can be taken into account when students decide on course selection. Student reps (beyond the BoS student member) are being briefed on course development and changes.	
	Please report on steps taken to feedback to students on the outcomes of the review		IPR report has been shared with student reps from all programmes and year groups. Elements of the IPR report have fed into the communication with students (e.g. welcome talks, cohort meetings).	