

**Internal Periodic Review:** Moray House School of Education and Sport (Undergraduate provision)

**Date of review:** 17 and 18 November 2022

**Date of 14 week response:** 15 June 2023 (extension until 23 June 2023)

**Date of year on response:** 8 March 2024

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
1a HoS (1.4 on report)	<p><b>Governance structure</b></p> <p>In relation to governance structures, the review team <b>recommends</b> that the Head of School consider how learning and teaching is represented on the School Executive. The review team heard that the Director of Learning and Teaching is the sole representative for quality assurance, undergraduate and postgraduate taught provision on the Executive. There was a lack of clarity on how structures moved across the School to facilitate communication and exchange between Institutes. It may support the School's remit item of governance and curriculum structures support students to achieve and build community to consider appropriate representation by connecting learning and teaching and Institutes across School structures to support decision-making.</p>	<p>August 2023</p> <p>On-going</p>	<p>The representation of the Learning and Teaching Directorate on the School Executive has been reviewed and the UG and PGT Directors and the Director of Quality Assurance will be invited to join the School Executive commencing academic session 2023/24.</p> <p>Governance more generally in MHSES is being addressed alongside a review of our planning processes, strategic priorities, line management and workload. Within this, there will be a focus on aligning the activities of the directorates and Institutes so that they work collectively to inform decision making. From 2023/24, regular Directorate/Head of Institute meetings are scheduled to foster collaboration, communication, and decision-making. The reform of the planning process will support a more integrated approach to the setting of the School's direction. This will be complete by January 2024.</p>	<p>Head of School</p>
1b School (1.5 on report)	<p>The review team <b>recommends</b> that the School considers how to clearly articulate its vision and mission so that staff and students recognise what it is trying to achieve. There is scope to use its vision and mission to enhance the School's brand and to better promote the good things happening at the School through the website. (Related to remit item 2: Governance and curriculum structures support students to achieve and build community)</p>	<p>February 2024</p>	<p>The Marketing and Communications team intend to commission an agency to support the School to develop a strategic narrative. This will underpin our vision, mission, and values, and how we articulate ourselves. Development of a strategic narrative will be followed by an aligned visual identity, and improvements across our communications and web estate to showcase the work of the School. This project will follow the development of the School Plan and is therefore planned to take place from January 2024.</p>	<p>School</p>
2 Head of School (1.3 on report)	<p><b>Resourcing</b></p> <p>The review team <b>recommends</b> that the Head of School reviews the staffing and workload model. Specifically, the line management structures would benefit from review to ensure constructive alignment with curriculum development and key priorities. Reviewing line management structures may also support enabling the Heads of Institute to act strategically rather than operationally. The Head of School should also review how performance reviews align with development work</p>	<p>August 2023</p> <p>August 2024</p>	<p>A School Resource Committee will be set-up at the start of next academic session. It will have within its remit to review staffing and workload across the whole School (keeping an overview).</p> <p>The review of line management has been discussed with the School at a School Meeting and also with College. It is the School's intention to work towards the reform of Academic Line Management, from August 2024. This work will be led by a new Deputy (HoS) Academic who will take forward this development.</p>	<p>Head of School</p>

	for the School, student experience and programme development		See 1a regarding the re-visioning of the Head of Institute role.	
3 School (2.1 on report)	<p><b>Programme review</b></p> <p>2.1 School 6 The review team heard that programme restructuring was in progress in specific areas. The review team identified an opportunity to look at programme structures more widely to support the School's remit item, governance and curriculum structures support students to achieve and build community. The review team <b>recommends</b> that the School reviews its programme structures generally and particularly in sport related programmes.</p>	January 2024	As part of the programme of changes referred to above, we will be initiating a timeline of programme reviews, to include the Sport-related programmes as a priority.	School
4 School (1.6 on the report)	<p><b>Data literacy</b></p> <p>The review team <b>recommends</b> that the School support staff at all levels on data literacy. Building skills to enable staff to look holistically at data will support decision-making. Data literacy will also help to strengthen resourcing decisions, activity planning and support the case for resourcing.</p>	On-going	<p>The School recognises the value of developing and supporting a culture where all staff use data literacy to inform decision-making. A broad range of activities are planned to enable the embedding of data literacy in our processes, and we also see the value of extending our focus to include building students' data literacy through our curriculum and our Cohort Leads will be central in developing a wider offering of events and activities.</p> <p>Establishing a School Resource Committee will be a focal point of our data-informed processes for resourcing the work of the School. A Professional Services position with a specific focus on data analysis, primarily to support the work of the Director of QAE will be appointed. Staff training opportunities, enabling them to use data available via BI suite reports, will be identified and disseminated via the weekly roundup and during course organiser training. In our review of processes and procedures for the Curriculum Management Group and our Boards of Examiner processes, we will also consider how best to embed data literacy and monitoring approaches so that our values and data inform cases for resources.</p>	School
5 School (2.2 on the report)	<p><b>Assessment and feedback</b></p> <p>There were however some inconsistencies in student experience of assessment and feedback and the review team <b>recommends</b> that the School consider how good practice can be shared across all programmes. The Course Organisers the review team met would value more opportunity to get together to share practice and the review team encourages this for both internal and outward facing activity across programmes. (Related to remit item 1: Enhancing assessment through feedback and feedforward activities)</p>	On-going	We will continue to pursue the priorities identified in our assessment and feedback action plan. This includes Practice Worth Sharing sessions and Course Organiser training to provide opportunity for course organisers to gather and share good practice. The Learning and Teaching Directorate will put in place a plan to provide additional course organiser training opportunities and prioritise support for new course organisers, and through the programme director forum, consult on best approaches to enhancing opportunities for sharing of good practice.	School
6 School (2.2 on the report)	<p><b>Support and engagement</b></p> <p>The School has previously benefited from Principal's Teaching Award Scheme (PTAS) funding and the review team <b>recommends</b> that this should be explored in relation to work on peer support and student engagement mechanisms</p>	On-going	The School has recently been awarded PTAS funding to support work to explore Disabled students' views about access and support. We have recently recruited a new role in the School, Lecturer in Student Experience and Wellbeing, who will oversee our peer support work, and we will be seeking PTAS funding to support our work in this area.	School

	Please report on steps taken to feedback to students on the outcomes of the review	Following completion of the 14wk response, a communication will be shared with all MHSES students via the regular Student Roundup, outlining the review process, outcomes and next steps.	
For Year on response only	Any examples of a positive change as a result of the review	The Review has been helpful in supporting several aspects of change that the School had already identified as a focus for action. In this respect, it has provided very helpful external confirmation of changes that were under discussion.	