

**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 (extension until 8 April 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>	August 2023	<p><b>14 Week response</b></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>	October 2023
		On-going	<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>	
		Complete	<p><b>Year on response</b></p> <p>Undergraduate and postgraduate taught Directors are now members of the School Executive Committee (from October 2023). The latest School plan was co-constructed with input from both Directorates and Institutes.</p>	March 2024
		On-going	<p>There are fortnightly meetings of the Directorates and Heads of Institute as a means to facilitate communication, exchange information and coordinate actions.</p>	On-going
March 2024-September 2024	<p>In March 2024 the School Executive approved the creation of a short-life project to review School Roles, and ensure there are transparent processes about line management, and the interdependencies, responsibilities, accountabilities and lines of communication between role holders. This will report to the School Executive in September 2024.</p>	September 2024		

1b School (1.5 on report)	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)	February 2024  On-going	<p><b>14 Week response</b></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><b>Year on response</b></p> <p>Further progress on this item has been intentionally postponed until a new, substantive Head of School is in post. In January 2024 the previous Head of School moved into a new post in the University. From February 2024, there has been an interim Head of School. It was agreed across the Senior Leadership Team, the Directorate and Head of institutes that a period of transition between Heads of School was not the most advantageous time to undertake this work. In 2024/25 academic year, this work will be progressed and budgeted for.</p>	On-going and scheduled for 2024/25
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 for the School, student experience and programme development</p>	August 2023  August 2024  April 2024  On-going	<p><b>14 Week response</b></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>See 1a regarding the re-visioning of the Head of Institute role.</p> <p><b>Year on response</b></p> <p>The School Planning and Resource Committee has been convened and meets for the first time in April 2024. There has been some delay in progressing this action since it required a review and refresh of the School Executive so that the two committees functioned effectively for the School.</p> <p>New models of line management are being piloted in the Institute of Education Teaching and Leadership and will be piloted 2024/25 in the Institute of Education, Community and Society. Both pilots are designed to distribute line management and enable the Head of Institute to act</p>	April 2024  May 2024

		On-going	<p>strategically rather than solely operationally. We will be conducting a review of these pilots to inform wider roll out across the School.</p> <p>This year, we will be including key priorities regards learning, teaching and student experience in guidance for annual reviews, to enable staff to establish key areas for development that are aligned to School priorities (e.g. assessment and feedback turnaround, experience with the new model of student support, plans for course or programme development).</p>	
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>	<p>January 2024</p> <p>On-going</p> <p>April 2024-April 2025</p>	<p><b>14 Week response</b></p> <p>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.</p> <p><b>Year on review</b></p> <p>The University is currently preparing guidance for portfolio review. When this guidance is available, the School will conduct a full review of its portfolio of programmes and courses, with a view to making essential adjustments to ensure viability, both in terms of resource, quality and student experience.</p> <p>The BSc Applied Sports Science programme is currently undergoing a programme review, and a new programme is expected to commence enrolment Sept 2027. This time delay accounts for the time frame for approving and implementing major programmes changes.</p> <p>The BSc (Hons) Applied Sports Science shares courses with MA (Hons) Physical Education, which in turn shares courses with MA (Hons) Primary Education with Gaelic (Fluent and Learners). We are currently liaising with GTCS to bring together the re-accreditation schedules for the teacher education programmes (for a 2027 intake) so that an in-depth review can take place, particularly to the Educational Studies suite of courses. This review will take into consideration the Curriculum Transformation initiative and seek to provide a core curriculum which is shared across programmes, but also available to students from other Schools.</p>	April 2025
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><b>14 Week review</b></p> <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</p>	

		On-going	<p>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> <p><b>Year on review</b> As noted in 2, the School has now established the terms of reference for the School Planning and Resource Committee and will be a focal point of our data-informed processes for resourcing the work of the School.</p> <p>In addition, plans are in place to integrate data gathering into Curriculum Management Group processes for considering new courses and major and minor amendments to existing courses. The overall aim is to use data to support decision-making in the design of courses, and to maximise the opportunities to draw on data generated during all aspects of the School's provision of courses and programmes.</p> <p>The School has created a forum for Academic Cohort Leads to discuss and share practice about the programme of events they are offering. Through this forum and working with the Senior Tutors it will be possible to develop an overview of how these activities help to build students' data literacy. Student Staff Liaison Committees will provide an important forum to engage students in dialogue about the impact of these activities and help to identify future developments and enhancements.</p> <p>However, further actions are required to support academic and professional services staff. The Director of QAE now has the support of a member of professional services, this will help the School analyse data from a range of sources; for example, Course and Programme monitoring, Student and Staff Liaison Committees, Board of Examiners and Admissions. The School is now collating data on assessment and feedback return timelines, with an intention to achieve a 3 week turnaround across all courses. This is a key objective as part of the University Assessment and Feedback principle and priorities established in 2022. As the School monitors data about the 3 week turnaround, this will generate analysis and discussion about the planning and use of resources.</p> <p>There are plans for Practice Worth Sharing events to focus on data literacy for staff, and through annual reviews academic and professional services staff have identified training in the use of BI-Suite as a specific focus. These areas for action and development will be addressed during academic year 2024-25.</p>	<p>March 2024</p> <p>August 2024</p> <p>On-going - reporting due September 2024</p> <p>September 2024</p> <p>September 2025</p>
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<p>5 School (2.2 on the report)</p>	<p><b>Assessment and feedback</b>  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>	<p>On-going</p> <p>On-going</p>	<p><b>14 Week review</b>  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.</p> <p><b>Year on review</b>  Training has been offered to all Course Organisers on aspects of their role including assessment and feedback. Practice Worth Sharing sessions have included reflective sessions on different assessment practices.</p> <p>A 'Course Organisers' site has been created on Microsoft Teams where colleagues can share practice and ask questions.</p> <p>A review of moderation of course assessment processes is underway under the leadership of the Director of Quality Assurance and Enhancement. This will help to achieve consistency of assessment practices across courses and programmes.</p>	<p>On-going</p> <p>On-going</p> <p>October 2023</p> <p>August 2024</p>
<p>6 School (2.2 on the report)</p>	<p><b>Support and engagement</b>  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>	<p>On-going</p>	<p><b>14 Week review</b>  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.</p> <p><b>Year on Review</b>  To develop the provision of peer support and mechanisms to enhance student engagement, two peer support student coordinators have been included in the recent planning round. They have an allocation of 9 hrs per week, and work with the Lecturer in Student Experience and Wellbeing. This increase in capacity will enhance the steps that have been taken to establish peer support communities similar to EdBudds; Sport Budds (for sports related programmes) and for the cohort of students on the Childhood Practice programme.</p> <p>There have also been inter programme events, for example, Sport Management students have arranged events with students on the Physical Education programme. In addition, supported by the School's Learning and Teaching Innovation Fund a student-led conference has been established to enable all students to view and celebrate the work undertaken on elective courses.</p>	<p>November 2024</p> <p>On-going</p>

		<p>Across the portfolio of UG and teacher education programmes students undertake placements, therefore while students are not on campus student engagement events need to be online. This is an area the School is seeking to develop and we seek to ensure there is provision for accessible online peer support for students. Drawing on the experiences of the School's PGT online programmes, colleagues will work to incorporate practices into School-wide plans for peer support and student engagement.</p> <p>As this work progresses, we will apply for funded PTAS projects to develop and enhance our provision.</p>	August 2024
	Please report on steps taken to feedback to students on the outcomes of the review	<p><b>14 Week review</b> 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.</p> <p><b>Year on Review</b> We will use the MHSES Student Hub to share the 12 month response, and via the Student Voice and Student Representatives there will be an opportunity to share the steps taken with students in the School Quality Assurance and Enhancement committee.</p>	
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.	