

The University of Edinburgh

Internal Periodic Review

14 week response report

**TPR of:** History of Art

**Date of Review:** 21 & 22 March 2019

**Date of 14 week response:** October 31, 2019

**Date of Year on response:** 23 May 2020

Drafted in consultation with HoA staff by Catriona Murray (TPR liaison) and Heather Pulliam (Head of Subject)

The 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                 | Review of the governance structures and decision making processes in History of Art, and how it relates to Edinburgh College of Art, including how to ensure student representation is fully considered  |                          | <p>Reinstitute more regular staff meetings</p> <p>Institute monthly team meetings between HoS, Directors, Admin Support, and Course Organisers of large cohort/team-taught courses</p> <p>Continue regular meetings of Staff Student Liaison Committee</p> <p>Institute monthly meetings between UG Director, Exams Officer, HoS and ECA Student Support Officers.</p> <p>Tutor representative at teaching meetings</p> <p>Additionally, UG Director, HoS and Student representatives feed into/back from relevant Edinburgh College of Art Committees: ECA Undergraduate Board of Studies, ECA Undergraduate Studies Committee, ECA Planning and Resource Committee, ECA Technology Strategy Group, ECA Recruitment and Admissions Strategy Group, ECA Staff Student Liaison Committee</p> | <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>2019/20</p> <p>Ongoing</p> |
| 2                 | Review communication channels to ensure effective discussion and information-sharing between all stakeholders across the subject area  |                          | See above (e.g. reinstitute regular staff meetings; monthly team meetings); additionally, instituting subject area Away Day to occur in late Spring dedicated to reviewing current academic year, revising and forward planning next academic year in teams   | 2019/20   |
| 3                 | Steps are taken to focus on the restructuring of History of Art 1 and 2, specifically that they should be developed to become a suite of four, 20 credits courses rather than two 40 credit courses, and |                          | <p>Redesigning History of Art 1 (currently one-year 40 credit course) into two, semester length courses, 20 credit each;</p> <p>Redesigning History of Art 2 (currently one-year 40 credit course) into two, semester length courses, 20 credit each;</p>   | Active: 2020/21   |

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|   | consideration of allowing teaching sabbaticals in order to develop this   |  | Discussed as faculty and opted for a small working party, with formalised roles and points of reporting, to look at whole curriculum and assessment as the most effective route to ensure continuity and sustainability—stressing the importance of an integrated, holistic approach to our entire curriculum, both postgraduate and undergraduate. These critical duties will be factored into the individuals' workload allocation. | September 2022 |
| 4 | The appointment of a Senior Tutor for History of Art  |  | The University is currently undertaking a review of the Personal Tutor and Student Support systems for radical reforms to be instituted in 2020/21. History of Art has fed into this process.   | 2020/21        |
| 5 | <p>Postgraduate Tutor system</p> <p>a. The introduction of formalised training for all Postgraduate Tutors, including marking and feedback to ensure parity between markers</p> <p>b. Appoint a Tutor Co-ordinator, permanent staff member, with responsibility for oversight and ongoing training and monitoring</p> <p>Ensuring a voice for tutors, including Guaranteed Hours, to formally feedback to course teaching teams</p> |  | We are investigating how to incorporate this role and the training required into a more formalised range of mentoring, support and training for Early Career Researchers. We will launch a programme support in 2020/2021 with member of staff coordinating these.  | 2020/2021      |
| 6 | Subject Area senior management should take steps to ensure an equity of workload that is demonstrably fair  |  | We instituted an informal version of a workload allocation model in semester one of 2019/20 and will move onto a formal workload allocation model using Simitive in the summer of 2020.   | 2020/21        |
| 7 | Review of teaching and assessment methods used in Years 1 and 2 by encouraging lateral thinking and innovation, speaking with colleagues in other Schools and Colleges across the University regarding alternative teaching and assessment practices, explore the potential for collaboration with pre-honours UG teaching within the wider School community  |  | Working committee led by HoS, consulting with staff and History of Art student representatives scoping and investigating; report at the of the end of the academic year 2019/20 to be reviewed at the first subsequent teaching and staff meetings.   | Summer 2020    |
| 8 | Due consideration and attention be given to the Student Voice and Student Representation mechanisms, in order to increase the visibility of the Student Voice and closure of the feedback loop  |  | Review Team suggested student presence at staff meeting for select items—but HoA staff were consulted and suggested that the Staff Student Liaison Committee and student presence at the Teaching Committee sufficiently addressed this concern. At beginning of each semester, staff will highlight student feedback and our responses across terms ('We asked...'; 'We did...')   | January 2020   |
| 9 | The Subject Area should develop a plan and timeframe to address the further incorporation of graduate attributes and employability into teaching  |  | As part of the redesign our pre-honours curriculum, we will aim to: 1) more firmly embed graduate attributes and employability into our curriculum 2) make their presence more explicit, clearly connecting learning outcomes to employable skills; Additionally  | 2021/22        |

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|                           |  |  | will make use of Careers Champion as this is rolled out through the University.   |         |
| 10                        | The Subject Area should engage with alumni and employers                             |  | Careers Champion to work closely with alumni office to create list of desirable skills, stories and quotes from alumni to delineate connection between employability and graduate attributes for current students. This databank of material can be used for Careers Days, curriculum planning, etc.  | 2020/21 |
| 11                        | The Art History Toolkit should be embedded into the curriculum                       |  | Toolkit to be embedded into the curriculum as part of our redesign of our curriculum. This year, the “toolkits’ are also drawing in students from third year (study abroad) and PGT students—and this factor must also be taken into consideration.   | 2021/22 |
| 12                        | SSOs have easy access to a room for difficult conversations with students in private |  | The School (ECA) will not be taking forward this recommendation. The Student Support Officer role (UE05) is primarily to provide administrative support for a range of academic related matters e.g. programme transfers, coursework extensions and to signpost students and staff to more specialist support services e.g. counselling, student disability service. Whilst we acknowledge that a student in distress may find the shared office difficult, the SSOs are not trained to support students in serious distress. We welcome the UoE Review of Student Support which we hope will propose better School based support for seriously distressed students and clarity on responsibilities in relation to wellbeing. We acknowledge that the term Student Support Office is potentially misleading, but again have adopted this as it is the norm across the University. We would note that we have liaised with other Schools regarding our office set-up and we are not alone in this arrangement. | N/A     |
|                           | Please report on steps taken to feedback to students on the outcomes of the review   |  | Outcomes have been discussed at Teaching Committee and the Staff Student Liaison Committee.   |         |
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| For Year on response only | Any examples of a positive change as a result of the review                          |  |   |         |