

The University of Edinburgh

Internal Periodic Review

Year-on Response Report

Internal Periodic Review of Divinity (Undergraduate)

Review dates: 3/4 March 2020

14-week response date: 7 September 2020

Year-on response due: 10 June 2021

Recommendations for enhancement / Areas for further development

Recommendation (highest first)	Responsibility	Progress/Barriers	Completion
<p>1. The review team accepted the strategic and organisational considerations behind changing the School structure for the management of undergraduate teaching and supported current plans to dissolve subject areas as administrative structures. However, at the same time the review team recommends that the School also identify, implement and/or preserve clear DPT-defined pathways that support disciplinary progression and integrity, in order to address the above-noted staff concerns highlighted at the review. This means that the School should collectively examine and confirm that current DPTs would remain fit for purpose in this regard after the dissolution of Subject Areas as administrative structures. In instances where uncertainty or reservations around this question might arise, the School should be open to making changes to current DPTs necessary to underwrite staff confidence, for example, looking at programme-specific instances where new</p>	<p>HoS, DUGS</p>	<p>[14-week response: We are pleased the proposed administrative restructuring is affirmed and confirm this is currently being completed. To ensure the continuity of disciplinary pathways that colleagues desire, we will review the current pathways signposted in the course catalogue and DPTs and seek to define these more clearly: i) DQAE will tabulate current course entry requirements (including recommended and compulsory pre- and co-requisites) from the DRPS course catalogue; ii) UGSC will discuss pathways at its autumn meeting and articulate a vision for these; iii) UGSC will also propose a new course code prefixing framework to deliver improved disciplinary signposting; iv) ii and iii will be put to BoS for discussion; v) DQAE will mail COs, inviting them to propose any additional desired requisites; vi) UG PDs will review their DPTs and consider if changes are needed and if so bring these forward. We believe these measures will raise our disciplinary progression and integrity above the levels the subject area management structure provided.] DQAE has tabulated current course prerequisites (i), UGSC has discussed pathways (ii) and DQAE has invited COs to propose additional desired prerequisites (v). Course catalogue entries have been updated. However, pathways are still under discussion and course code prefixes have therefore not yet been changed (iii, iv). Study skills have been discussed at UGSC, BoS and the School Forum, and a working party is</p>	<p>May 2021</p>

<p>and/or additional DPT pre-requisites would be needed to support disciplinary progression and integrity. [1.6]</p>		<p>being convened by DUGS to establish the best way of ensuring students are equipped with the skills they need for university study (vi).</p>	
<p>2. The review team recommends a holistic review of the School's entire UG course provision to ensure appropriate consistency, diversity, timing, constructive alignment, and cumulative volume of assessments across the curriculum. This would include consideration of the impact of assessment practices on all stakeholders (students, academic staff and professional services) when conducting this review and arriving at its conclusions. [2.2.5]</p>	<p>HoS, DUGS</p>	<p>[14-week response: The assessment review described in the reflective report is already well advanced. DQAE has identified courses with assessment loads significantly higher than Divinity norms and wrote to COs in March about reducing these. DQAE will write to relevant COs and follow up if needed until all identified courses have been addressed. Proposed assessment changes will be brought to the February UGSC and BoS for approval. This will enable all assessment changes to be in place before the 2021/22 course catalogue is published.] The assessment review has been completed and course catalogue entries have been updated.</p>	<p>March 2021</p>
<p>3. The review team strongly supported the proposed strengthening of the UG Studies Committee to undertake strategic decision-making in relation to curriculum development and provision and recommended that this change was undertaken as soon as possible. [2.1.1]</p>	<p>HoS, DUGS</p>	<p>[14-week response: We propose a basket of measures to strengthen UGSC: i) A revised remit (including e.g. pedagogical innovation, learning technology forward direction, tutorial strategy) will be drafted by DUGS for UGSC discussion and SMG approval, in which approving individual new courses and course changes will no longer be UGSC's main business; ii) UGSC membership will be DUGS (chair), HoS, DQAE, UG PDs, PG tutor coordinator, senior tutor, DEDI, teaching administrator (secretary), learning technologist and at least one student member; iii) Service standards will meet Divinity norms (paper call two weeks before, agenda one week before, draft minutes one week after); iv) The chair will actively promote open, collegial, strategic discussion and forward planning, and any UGSC member will be entitled to table agenda items; v) If progress proves difficult, HoS will arrange external facilitation for UGSC. UGSC will have in mind the Panel's Suggestion 1 that the School 'should have the confidence to develop and implement local solutions in relation to curriculum development and restructure as appropriate, rather than feeling compelled to wait for final outcomes of parallel University-wide initiatives'.] UGSC has a revised remit (i) and membership (ii), service standards are meeting Divinity norms (iii) and discussion is more collegial (iv). External facilitation has therefore not been required (v). A PD job description is being developed.</p>	<p>September 2020 and ongoing</p>

<p>4. The review team acknowledges feedback received on strong aspects of community identity but recommends that the School formally consider how best to preserve and further enhance existing levels of inclusivity, bearing in mind all student voices, identities and experiences (e.g. BAME, carers, LGBTQ+ and WP). [2.5.3]</p>	<p>HoS, DUGS, Senior Tutor</p>	<p>[14-week response: In the coming year we will review UoE reports on the experiences and needs of marginalised UG groups, while continuing to draw on the resources of the Edinburgh Diversity and Inclusion Network and RACE.ED to develop concrete actions to improve inclusion. This work will be led by DEDI, whose brief now includes WP, and overseen by the Divinity E&D Committee, which with SMG will consider appointing a tutor or tutors to support BAME, carer, LGBTQ+, WP and disabled students. Informal meetups for BAME students, similar to those available to LGBT+ students through the recently formed NC Pride group, will provide an opportunity for support and sharing experiences. A compulsory seminar-taught course in year 1 s1, which could strengthen inclusion, would provide a good setting for orientation and study skills and promote meaningful contact with individual academics, will be considered. Our PT Statement includes provision for tutees to change PT and this will be made more explicit by including it on the PT webpage summary. We will also publicise the IS Laptop Loan service.]</p> <p>We have made use of the cited reports and networks. We are continuing the NC Pride lunches and have launched a Staff and Students of Colour + Allies lunch meeting. We have updated the PT webpage summary and are publicising the Laptop Loan service. Our public events for Holocaust Memorial Day, International Women’s Day and LGBTQ+ History Month have promoted diversity and received positive student feedback for this. We have established a Decolonising the Curriculum working group. We decided not to appoint a designated tutor or tutors to support students from marginalised groups because it was unclear who was best qualified to perform this role and we lack sufficient colleague diversity to ‘pair’ students and colleagues with the same characteristic. We also wished not to label any students. We are raising support and inclusion for all, including by expanding the information available to colleagues on Sharepoint, by expecting colleagues to engage with professional development and training and via a possible first-year foundation seminar. Our newly-formed UG Committee is exploring methods of peer support.</p>	<p>July 2021</p>
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<p>5. The review team recommends that the excellent local practice in personal tutoring currently demonstrated in Divinity is preserved in any forthcoming system transformation. This will be the responsibility of colleagues leading the joint University-SEP review of the personal tutoring system, who should consult directly with Divinity on this matter. [2.3.1]</p>	<p>SEP, PTSSR</p>	<p>[14-week response: PTSSR has been paused and UoE approval of the evolved model is postponed. Current structures and systems remain until at least 2022/23. PTSSR will work in partnership with Schools to discuss plans for implementing any future changes, which will also be informed by the ART students workstream.]</p>	<p>ongoing</p>
<p>6. In relation to commendation 6*, the Review Team recommends that the wider University formally examines the local arrangements put in place within Divinity, in order to identify aspects of best practice that might be scalable across the wider institution more generally. [2.7.2] *[The Review Team commends the vision of the School in appointing to the role of PG Tutor Coordinator. We also commend the work and initiative of the PG Tutor Coordinator for fulsomely achieving that vision through her recruitment, training, support and evaluation of the PG Tutoring community.]</p>	<p>IAD and CAHSS Dean PGE to take forward with CSE/ CMVM DPRs to share practice</p>	<p>[14-week response: The CAHSS Deans of Education and QACA will arrange to meet with the School's Academic Liaison and PG Tutor Co-ordinator to learn more about the role. With the support of IAD, the meeting will be used to discuss how the local arrangements to support PG Tutors have been enhanced and to explore ways that local practice may be shared across UoE, e.g. via the Doctoral College. We will also liaise with HR colleagues to ensure that role descriptors for this and similar roles in other Schools (e.g. PPLS) align with consistent grades and remuneration. The CAHSS Deans of Education and QACA will arrange to meet with the School's Academic Liaison to discuss how this recommendation may be taken forward.] A meeting was held to discuss this.</p>	<p>December 2020</p>
<p>7. It was recommended that the College develop further guidance, guidelines and support for PG Tutors and demonstrators contributing to teaching and assessment of online courses and programmes. The review team recognises that this is a College-level responsibility, however, given the outstanding culture of tutor and demonstrator mentoring and support within Divinity we consider the School would be well placed to contribute to this work. [2.7.3]</p>	<p>Dean PGE, IAD</p>	<p>[14-week response: CAHSS has collated a number of existing key resources into a single document that can be shared with Divinity colleagues. This contains examples of innovative practice and resources from across UoE. The Academic Governance and Quality Team has also met with Michelle Evans (Programme Manager (MSc in Clinical Trials)) to discuss the support and resources they offer to PG Tutors teaching on their online programmes. This includes a dedicated online course/module (currently setup in Moodle, but transferring to Learn) that provides a platform for support, community building and key resources to tutors, teaching staff and External Examiners. The CAHSS Deans of Education and QACA will arrange to meet with the School's Academic Liaison to discuss how this recommendation may be taken forward.] A meeting was held to discuss this.</p>	<p>December 2020</p>

<p>8. It was noted that the College Dean of Undergraduate Education was undertaking work to harmonise issues experienced by students on joint programmes across the College of Arts, Humanities and Social Sciences. This would include the designation of Programme Directors linked to the programme in counterpart Schools. In light of the significant proportion of UG students enrolled on joint programmes, the review team recommended that the College Deanery continue this work to further align processes and student experiences across these programmes. [2.1.5]</p>	<p>Dean UGE</p>	<p>[14-week response: CAHSS continues to focus on joint degree programmes as a key strategic priority. Work is underway to develop a Programme Director role descriptor following collation of extensive feedback about core activities across a range of functions supporting programme design and delivery. The projected output from a dedicated workshop on the PD role was delayed due the impact of COVID-19, but CAHSS plans to return to this work in the coming session and the input from colleagues in Divinity through the Undergraduate Education Committee and other task groups and meetings will be essential.] The PD role descriptor has been delayed due to the pandemic. A draft may be available later this summer.</p>	<p>August 2021</p>
<p>9. The review team recommends that the School make explicit their vision for graduate attributes and how this relates to programme design, with particular emphasis on making explicit the link between assessment and skills building: for example, articulating the ways in which academic skills such as critical thinking also prepare students for the world of work. This recommendation will overlap and interact with those recommendations made elsewhere within the review that relate to documenting potential pathways through the programmes and the strengthening of the UG Studies Committee. [2.6.1]</p>	<p>HoS, DUGS</p>	<p>[14-week response: We recognize that our vision for graduate attributes could be more clearly embedded at the core of programmes at both levels 8 and 10 and that this closely relates to our response to Recommendation 1. UGSC will discuss and bring forward proposals to achieve this. Just two ideas are compulsory credit-bearing courses in year 1 s1 to deliver initial orientation and study skills, and in year 3 s2 to provide dissertation preparation and aid exploration of post-UG trajectories. If seminar taught, such courses would also enable the development of skills associated with group settings, and summative assessment could explicitly relate to study skills and graduate attributes. Our new Learn programme hubs and existing course catalogues (Graduate Attributes and Skills section) will help us communicate our vision for graduate attributes and explain how we structure programmes and courses to promote them.] The graduate attributes and skills section of all course catalogue entries has been populated and students are becoming familiar with the programme hubs. A first-year foundation seminar is a possibility. Because of the amount of discussion this has required, UGSC will discuss a strategic approach to skills and employability at level 10 in autumn.</p>	<p>May 2021</p>
<p>Student feedback mechanisms</p>		<p>UG SSLC, UGSC</p>	

Examples of positive change resulting from the review		Please see above	
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