

The University of Edinburgh

Internal Periodic Review

Year on response report

Internal Periodic Review of: History, Classics and Archaeology

Date of review: 29 March – 1 April 2022

Date of year on response: June 2023

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 recommends that the University prioritise good quality student social space for all students during the design stages of estates projects.		14 week and 1 year response. <ul style="list-style-type: none"> The School commits to working with the College and University to prioritise good quality student space for all students. 	University remit item.
2	The review team recommends that the CTP invites and encourages schools to share their proposals for how the future Edinburgh curriculum will be implemented locally.	Initial work in 22-23	14 week response <ul style="list-style-type: none"> The School will continue to engage with the CTP. Year on response: <ul style="list-style-type: none"> Members of the CTP visited the School in November 2022 to take part a workshop to consider the local implementation of CT. The progress of CT has been regularly discussed in School Education Committee and SMC and from June 2023 is a standing item on SMC agenda. DoT strategy to take forward in 23-24, including repurposing sub-committee of Education Committee to focus on progressing HCA strategy in relation to assessment and feedback and CT. 	Ongoing as this is a substantial project. Initial discussions in 22-23. DoT strategy to take forward in 23-24 and beyond
3	The Review team recommends that a dedicated School Deputy Head be appointed to support the Head of School and help drive forward change and monitor consistency of the student lifecycle across the subject areas.	End of semester 2 2022/23	14 week response <ul style="list-style-type: none"> Academic Director of Teaching roles re-organised and role descriptions revised to better manage change and monitor consistency of the student lifecycle across the subject areas. New model to be trialled in 2022-23 and reviewed over course of year. Expanded version of School Representative on Promotions Committee encompasses deputising for Head of School within remit, with a view to transitioning to new Director of Faculty role over course of 2022/23. 	Complete Jan 2023

			<p>Year on response:</p> <ul style="list-style-type: none"> Agreed to keep structure in place for 23-24. Director of Faculty role in place from January 2023 	
4	<p>The review team recommends that the School establish a set of baseline expectations and guidelines for key processes (such as marking, feedback, and staff training) across the three subject areas, monitor adherence to these standards, and enhance collaboration between the different subject areas at all levels (more shared teaching, research, outreach activities etc.).</p>	Semester 2 2022/23	<p>14 week response</p> <ul style="list-style-type: none"> The Director of Teaching will work with Head of Teaching Administration and QA Director to review expectations and guidelines over 2022-23 to ensure set of baseline expectations and guidelines for key processes in place. <p>Year on response:</p> <ul style="list-style-type: none"> The Director of Teaching and Head of Teaching Administration have coordinated improvements to processes relating to marking and feedback. Director of Faculty has made improvements to staff induction and training 	January 23
5	<p>The review team recommends that the School undertake a strategic review of the type and volume of assessment being used across the three subject areas to replace the traditional examination.</p>	Semester 2 2022/23	<p>14 week response</p> <ul style="list-style-type: none"> Director of Teaching and QA Director to conduct strategic review of assessment in 2022-23, in dialogue with University of Edinburgh's 'Assessment and Feedback Principles and Priorities'. <p>Year on response</p> <ul style="list-style-type: none"> Review completed May 2023 and discussed at School Education Committee and SMC June 2023 Improvements will be developed in the course of AY 2023-24, and as part of subsequent work to implement CT in the School. 	June 23 – work will continue in 23-24.
6.	<p>The review team recommends that the School ensure that all pre-Hons tutors have appropriate feedback training, that a more systematic feedback mechanism be implemented (e.g. using a standard structured template or cover sheet), and that they are all equally monitored and supported through the marking process.</p>	22-23 and ongoing	<p>14 week response</p> <ul style="list-style-type: none"> Feedback training is currently addressed through induction and Teaching in HCA Learn site. School and Subject Area Directors of Teaching to review training over 2022-23 and consider systematic feedback sheet. School Teaching Circle will be re-started (paused during pandemic) to support GH tutors in developing their teaching practice. <p>Year on response</p> <ul style="list-style-type: none"> Pre-honours tutor training has been enhanced through additional mid-semester meetings and greater sharing of good practice by means of the PG tutor reps. 	June 23 and ongoing.

			<ul style="list-style-type: none"> • Rubrics and feedback guidance are being reconsidered as part of the review of assessment and feedback. • School Teaching Circle restarted, and convenorship now embedded in an academic leadership role rather than depending on volunteers. 	
7.	The review team recommends that the University provides schools with clear and regular communication regarding the new Student Support system, particularly in regard to how the new system will be implemented and appropriately resourced.	June 23 and ongoing	<p>14 week response</p> <ul style="list-style-type: none"> • The School has created a School-level Implementation group to work towards Phase 1 implementation in 2022-23 and Phase 2 in 2023-24. <p>Year on response</p> <ul style="list-style-type: none"> • Implementation group worked well over the year to prepare for Phase 2, and smaller group of key role holders met weekly in semester 1 and fortnightly in semester 2 to respond quickly to any emerging challenges in relation to Phase 1 implementation. 	June 23 in terms of completion of phase 1 implementation and staff meeting for all academic staff to prepare for phase 2
8.	The review team recommends that the School explore ways of proactively involving students at all levels at key strategic stages in the decision making process.	2022-23 and ongoing	<p>14 week response</p> <ul style="list-style-type: none"> • Head of School, Director of Teaching and Director of EDI to review over 2022-23. • New Student Experience Officer, starting Semester 1 2022, will support strategies for student engagement. <p>Year on response</p> <ul style="list-style-type: none"> • In addition to appointment of new Student Experience Officer, new academic role of Director of UG Student Engagement and Experience created, in role from January 2023. • DoT, Director of UG Engagement and Experience and HoS met new EUSA rep in May 23 to discuss ways to make SSLCs more effective as means of involving students in decision making from 23-24. 	Jan 23, and ongoing
9.	The review team recommends that the School sets out its WP aspirations and then asks Student Recruitment and Admissions (SRA) and the University WP team to support the School to fulfil these aspirations.	From 2022	<p>14 week response</p> <ul style="list-style-type: none"> • The School has created a WP working group which will take this forward. <p>Year on response</p> <ul style="list-style-type: none"> • The WP working group has coordinated outreach activities and engagement with the central WP team. Work is underway to communicate the School's WP values on the website. 	Underway as a at June 23, to take further in 23-24

			<ul style="list-style-type: none"> The new Director of UG Engagement and Experience is developing the School's WP strategy. 	
10.	The review team recommends that the University support schools in addressing attainment gaps by setting institutional baseline expectations and sharing good practice.	2022-23 and ongoing	<p>14 week response</p> <ul style="list-style-type: none"> The School QA Director has analysed current and recent attainment gaps. School WP working group to work with School Teaching Directors, QA Director and EDI Director to develop action plan over course of 2022-23. <p>Year on response</p> <ul style="list-style-type: none"> The QA, EDI and UG Teaching Directors convene regular meetings to discuss attainment gaps, with input from the WP working group and Director of UG Engagement and Experience The above have conducted a review of the data available regarding attainment gaps in HCA through various Power BI suites An action plan has been developed with particular focus on the launching of a project in the next academic year to gather qualitative information about the students who are most affected, as well as the sharing of findings and best practice within and outwith the School 	June 23 completion of action plan, discussion of plan and next steps at 21.6.23 SMC.
11.	The review team recommends that the School encourages and supports tutors and demonstrators to gain accreditation by applying for Associate Fellowship of the Higher Education Academy (HEA).	2022-23 and ongoing	<p>14 week response</p> <ul style="list-style-type: none"> Tutors and Demonstrators are currently encouraged to work towards Associate Fellowship of the HEA through induction and training events (session on 'Further Training Opportunities, IAD and how to find out more') and through the HCA Tutor and Demonstrator Handbook. Over the course of 2022-23 Teaching Director will consult with Tutors and Demonstrators via the PG/PT liaison committee to explore what the barriers to accreditation might be and how to encourage more tutors and demonstrators to take up these opportunities. <p>Year on response</p> <ul style="list-style-type: none"> Monitored by the PGPT liaison committee, the subject area Teaching Directors have encouraged greater engagement from tutors and demonstrators in the 	June 23 and ongoing

			<p>Edinburgh Teaching Award as a route to HEA associate fellowship.</p> <ul style="list-style-type: none"> The relaunched Teaching Circle has supported tutors' work towards the Edinburgh Teaching Award. 	
12.	The review team recommends that the School establish a forum or annual event where staff supporting PGR students can discuss issues and share good practice.	2022-23	<p>14 week response</p> <ul style="list-style-type: none"> The PGR Director to consider in context of upcoming postgraduate IPR in 2022-23. <p>Year on response</p> <ul style="list-style-type: none"> PGR Director runs a briefing for all new PhD supervisors in Semester 1 each year and in 2022-23 introduced drop-in sessions for PhD supervisors. In 2023-24 there will be one of these per semester, with a third in June. These will be open to all staff supporting PGR students and are intended to be fora for discussion of issues and good practice. In 2022-23, the PGR Director and PGR Manager also introduced monthly meetings with the Graduate Officers of the three Subject Area to discuss students facing academic and/or well-being challenges and discuss any other issues. 	June 23 and ongoing.
13.	The review team recommends that the School works with the University to make more confidential spaces available to allow staff to meet students individually.	2022-23	<p>14 week response</p> <ul style="list-style-type: none"> New confidential meeting spaces created in context of roll out of Phase 1 of new student support model. <p>Year on response</p> <ul style="list-style-type: none"> Soundproof pods were requested as small capital works bid to create additional confidential meeting space and will be installed in summer 2023. 	Successful in small capital works bid, and hope will be installed summer 23.
	Please report on steps taken to feedback to students on the outcomes of the review	1 year response to be shared with students in Semester 1 SSLCs.		
For Year on response only	Any examples of a positive change as a result of the review	We are pleased with all the positive changes outlined in this report, and look forward to building on these in the coming years.		