

The University of Edinburgh

Internal Periodic Review

14 week response report

TPR of: Social Anthropology

Date of review: 1st and 2nd November 2017

Date of 14 week response: 28th March 2018

Date of year on response: 1st February 2019

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.	That the Subject Area devotes time to developing and emphasising a fresh strategic vision for its learning and teaching to both help attract students and guide and inform future decision-making.	Ongoing- Nov 2018	Little progress due to strike disruption. No plans yet, as a 'strategic vision' implies a major undertaking that requires careful and radical thinking detached from routine business, and we have not yet found an opportunity for that.	
2.	<p>Equality and Diversity:</p> <ul style="list-style-type: none"> • That the Subject Area continues to support students' exploration of a decolonising agenda by developing an overarching and long-term strategy for the implementation of its ideas into the curriculum • That an additional session of the 'Teaching in a Diverse Classroom' training is run for those Postgraduate Tutors who have not previously been able to attend. • That Student Recruitment and Admissions consider the potential value of providing Subject Areas with additional management information about those students who have entered the University through widening participation routes with a view to enhancing support. 	<p>Aug 2018</p> <p>Sept 2018</p> <p>Ongoing</p>	<p>Moderate revisions to most reading lists in time for 2018-19</p> <p>Series of student-led workshops held Dec-April. Training of existing PG teaching assistants conducted by 4 Soc Anth lecturers in January. Similar anticipated in new PGT training</p> <p>Response from Dr Katrina Castle, Head of Widening Participation (maternity cover) Regarding additional management information on students from widening participation backgrounds, at the moment this is something that is not available at an individual student level due to sensitivities around the level of confidential, individual student data that can be shared.</p> <p>The Widening Participation Strategy was approved by Court in April 2018 acknowledges the need for more granular analysis and sharing of data, and this something that we will be working on moving forward. At the moment, there are some reports available via BIS and the student dashboards that give overall WP</p>	

			data at a cohort level for Schools, and we could signpost you to the relevant links on BIS.	
3.	<p>Assessment and Feedback:</p> <ul style="list-style-type: none"> • That the Subject Area reviews its assessment practices and ensures that it is not over-assessing. • That criteria for assessing tutorial participation are reviewed. • That moderation procedures are reviewed. • That procedures for considering undergraduate extension requests are reviewed. • That Social Anthropology continues to communicate with students about what constitutes feedback. 	<p>Aug 2018</p> <p>Aug 2019</p>	<p>All course assessment regimes, including tutorial participation criteria, to be reviewed during course preparation June-Aug 2018</p> <p>Lighter-touch moderation to be considered for some courses 2018-19, e.g. moderate marks only for minor coursework</p> <p>The Special Circumstances and Coursework Extensions Blueprint and Business Case has been discussed at the SA&S Board, with further detailed next steps considered at SEP Board level. It has been agreed to extend the time given to the project; allowing for further detailed consideration and agreement with academic stakeholders of how the proposed team would assess the impact of any special circumstances case and communicate that back to the Board of Examiners. As a result, the implementation date has been delayed to August 2019. The SA&S Team are currently planning this next phase of work, identifying stakeholders and meeting dates to support further discussion.</p> <p>The College will also be involved in the Board discussion and further planning during the next stage of the project.</p> <p>All course handbooks to include guidance on feedback</p>	
4.	<p>Personal Tutor System:</p> <ul style="list-style-type: none"> • Where the Subject Area is not able to offer a student the same Personal Tutor for the duration of their studies, that any alternative arrangements put in place are clearly communicated. • That the Subject Area ensures that there is consistency in the student experience of the Tutor-Tutee relationship whilst adhering to the Workload Allocation Model. • That IT support for Personal Tutors and timetabling support in particular is referred to the Service Excellence Programme (SEP) for further consideration. 	<p>Ongoing</p> <p>Continue induction training of new PTs every year as required</p>	<p>Yes</p> <p>We have already been doing our best to ensure this, and we are confident that the system is working well.</p> <p>No specific basis discerned for any appeal to the SEP. PTs to be advised to use DRPS but not PATH for timetabling advice.</p>	
5.	Supporting and Developing Staff:			

	<ul style="list-style-type: none"> • That the policy and procedures around entitlement to sabbatical leave in cases where individuals have had a period of extended leave or research buyout are clarified. • That Social Anthropology develops detailed grade descriptors for academic administrative roles, and undertakes a gender and grade analysis of the Subject Area's Workload Allocation Model to ensure that these roles are distributed equitably. • That the Subject Area considers providing Postgraduate Tutors with additional guidance on the content of individual tutorial sessions for some courses, and investigates remuneration models at institutions where tutors are paid to attend lectures for the course on which they tutor. • That the College of Arts, Humanities and Social Sciences' Human Resources team seeks to bring clarity to the implementation of the 'Policy for the Recruitment, Support and Development of Tutors and Demonstrators'. 	<p>Sept 2018</p> <p>New SPS WAM some time during 2018-19</p> <p>Start of each semester</p>	<p>Sabbatical leave policy is agreed at School level and procedures are clearly advertised.</p> <p>Collection of info to develop descriptors for academic admin roles is ongoing at SPS level as part of the annual review process Soc Anth have undertaken a provisional gender and grade analysis of the WAM. A new WAM will be piloted in SPS in 2018/19, therefore a more detailed analysis will be undertaken next academic year</p> <p>Yes, content advice to be given to all tutors during course-specific training/induction</p> <p>Head of Human Resources (CAHSS) has confirmed that the College (and the Schools within it) and HR in CAHSS are all following the University policy. College HR have followed up with the School separately to clarify the expectations of the policy</p>	<p>April 2018</p>
<p>6</p>	<p>That the Subject Area seeks to secure funding for the undergraduate dissertation to ensure that all students wishing to undertake original research are able to do so, regardless of their financial circumstances.</p>	<p>Nov 2018</p>	<p>Dissertation preparation course is being revised and will include clearer advice on realistic costing and on sources of financial support where this is needed. There is, however, no prospect of us changing from our current approach to the dissertation as regards 'field' research: for many years we have made it clear that this is an option and not a requirement, and that excellent dissertation research is possible without primary ethnographic fieldwork. Also, for those who choose to conduct primary field research, there is no requirement to incur major costs by traveling to exotic locations. So as in other subject areas in SPS, there is no need for dissertation projects to incur extra costs, and there is no evidence that students could gain an unfair advantage by being able to finance exotic travel.</p>	
<p>7.</p>	<p>Employability and Graduate Attributes:</p> <ul style="list-style-type: none"> • That the Subject Area presses ahead with producing the in-house film in which Social 	<p>Nov 2018</p>	<p>Response from Shian Holt, Student Development Office (SDO) and Jennifer Steven ,Careers Service (CS)</p>	

	<ul style="list-style-type: none"> • Anthropology alumni will reflect on the links between their degrees and their various careers. • That consideration is given to the ways in which the various services operating within the Subject Area and School to support employability and graduate attribute development might be better integrated to avoid duplication of effort. • That the Subject Area maps and makes more visible to students the transferable skills that exist across programmes. 		<p>Following recommendation 7, UoE Careers Service (CS) and Student Development Office (SDO) will continue to offer skills, training and employability support for Social Anthropology students. CS and SDO welcome the opportunity to better integrate with the subject area to avoid duplication of effort.</p> <p>In response to this recommendation CS and SDO are proposing a bi annual communication with a named contact in Social Anthropology requesting any specific student careers, skills or training requirements and outlining the programmes on offer from each service. The named contact/s should then disseminate the information to the different year groups to ensure that staff at all levels are aware</p>	
	Please report on steps taken to feedback to students on the outcomes of the review	Reported to all undergraduates in Dec 2017		