

The University of Edinburgh

Internal Periodic Review

One year response report

**TPR of:** History of Art

**Date of One Year response:** 23.06.2020

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

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	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		<p>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.</p> <p>Away Day postponed due to Covid-19. Reviewing, revising and forward planning continuing remotely through working groups. Departmental social media accounts (Twitter, Facebook and</p>	<p>2019/20</p> <p>Ongoing</p>

			Instagram) launched to connect staff and students. Forthcoming re-design of History of Art website.	
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 consideration of allowing teaching sabbaticals in order to develop this		Restructure of History of Art 1 (from one-year 40 credit course) into two, semester length courses, 20 credit each; Restructure of History of Art 2 (from one-year 40 credit course) into two, semester length courses, 20 credit each.  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.	February 2020  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. At present, Senior Tutor responsibilities have been incorporated into the Undergraduate Director role.	Ongoing
5	Postgraduate Tutor system a. The introduction of formalised training for all Postgraduate Tutors, including marking and feedback to ensure parity between markers b. Appoint a Tutor Co-ordinator, permanent staff member, with responsibility for oversight and ongoing training and monitoring Ensuring a voice for tutors, including Guaranteed Hours, to formally feedback to course teaching teams		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 of support in 2020/2021 with member of staff coordinating these.  Due to two waves of industrial action and Covid-19, we have been unable to progress on this recommendation; however, we will launch a programme of support in 2020/21. It may take a slightly different form, however, due to the demands of hybrid teaching and because ¼ of our staff in 2020/2021 will be either new to the University or Teaching Fellows.	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.  The impact of Covid-19 and on-going staffing challenges have delayed the implementation of an ECA-wide Work Allocation model.	Ongoing
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		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.	Ongoing

	the potential for collaboration with pre-honours UG teaching within the wider School community		Covid-19 has reinforced the value of a consistent assessment strategy across the HoA curriculum. In response to student feedback, discussions around the ongoing re-design of our pre-honours teaching have focused on diversifying and decolonising the curriculum. Pre-honours tutorials will be streamlined, focusing on one art historical text each week and will promote active learning through task-based activities.	Ongoing
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—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...').  The launch of our social media platforms has opened up new communication channels between staff and students.	January 2020  May 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 aim to: 1) more firmly embed graduate attributes and employability into our curriculum, principally through skills-based tutorials 2) make their presence more explicit, clearly connecting learning outcomes to employable skills; Additionally will make use of our Careers Champion as this is rolled out through the University.  Working with Association for Art History (AAH), we initiated a student conference, with submissions from across the UK and US. Unfortunately, the conference was cancelled one week before it was scheduled to take place due to Covid-19. We are working with AAH to relaunch the conference next year.	Ongoing
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.  2021 sees the 75 <sup>th</sup> anniversary of our pioneering MA (Hons) Fine Art degree programme. A series of student and alumni events will highlight the programme's unique offering and the corresponding diversity of careers pursued by graduates.	2020/21  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 pre-honours tutorials and revisions to our third-year core course, Analysing Art History.	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		E-mail sent to student volunteers who participated in the review. Outcomes have been discussed more widely at Staff Student Liaison Committee and the Teaching Committee. As a result of Covid-19, communications are now managed centrally.	
For Year on response only	Any examples of a positive change as a result of the review	One year on from the review, significant strides have been made in departmental communications. In particular, decision-making processes have greater transparency, efforts have been made to amplify the student voice and social media has offered new channels for dialogue. Changes to our pre-honours curriculum are progressing apace. The re-structure of our first- and second-year courses offers students more flexibility, while a shift in pedagogical emphasis in tutorials will enable us to embed graduate attributes through active learning. More broadly, discussions during the review around diversifying the curriculum have encouraged staff to consider their own individual approaches to teaching, as well as prompting debate around departmental identity. This has directly impacted upon our staffing plans. Issues around capacity and workload were highlighted by the review and provided further evidence of the pressing need for additional posts. We hope to make several permanent appointments in 2020/2021 which reflect our commitment to reforming and decolonising art history as a discipline.		