Internal Periodic Review 2019/20
14 week response report

Internal Periodic Review of: Divinity
Date of review: 3 & 4 March 2020
Date of 14 week response: 16 September 2020
Date of year on response: due 10 June 2021

The School 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 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 and/or additional DPT pre-requisites would be needed to support disciplinary progression and integrity	May 2021	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.	
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	March 2021	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	

	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.		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.	
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.	September 2020 and ongoing	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'.	
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).	July 2021	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.	
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.	ongoing	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	
6	In relation to commendation 6 above, 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.	December 2020	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.	
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.	December 2020	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.	
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.	August 2021	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.	
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	May 2021	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.	
	Please report on steps taken to feedback to students on the outcomes of the review	UG SSLC, UGSC		
For Year on response only	Any examples of a positive change as a result of the review			