Internal Periodic Review
14 week response report

Internal Periodic Review of: School of Health in Social Science
Date of review: 25-27 October 2021
Date of 14 week response: April 2022
Date of year on response: October 2022

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 (a)	**Making the most of our resources (School remit)** The review team recommends that the School Management Team considers a strategic review to assess their desired student numbers and profile across programmes and taking account of the future policy landscape, particularly in relation to funding for educating in health. This could include student recruitment and admissions targets and consideration of the staffing profile. The review team recommends that the School Management Team consider their profile of staff requirements and whether they are producing graduates that could fulfil their role requirements (mixing academic and clinical experience) and/or whether they should diversify the types of staff they hire rather than requiring individuals to have diverse activities. The review team recommends that the School Management Team considers steps to accelerate a culture change that raises the esteem of teaching-focused staff/lectureships to help address some pressures from student numbers. This could be done by clear promotion procedures and practice for relevant staff. The review team recommends that the School considers a review of its teaching portfolio to simplify and consolidate its courses. This should take account of alignment with the University's Curriculum Transformation Programme. There	(December 2022 – review of student numbers and staff composition)	**School update 08/04/2022:** Through the recent planning round the School has committed to return to the growth in student numbers as anticipated in the pre-Covid shape and size exercise, rather than based on the increase in student numbers in the recent two years. In discussion with the College admissions team additional processes, such as gathered fields, have been implemented to mitigate the impact of increased applications. The School therefore aims to maintain and consolidate current programme delivery over the next two years whilst responding positively to increased interest and commissioned expansion to professionally qualifying programmes. To foster a work culture that is sustainable the School is investing in 15 new academic appointments across grades 7 to 10 over the years 2022/23 to 2024/25, with the majority of these posts being in place by September 2022. Additional investment will also be made within the Professional Services including within the Teaching Office and the Student Support team. As part of a commitment to sustainability the School will undertake a further review of student numbers during 2022 against the current staffing profile to inform future planning and to ensure a balance of student numbers in relation to other activities. Engaging with the College Student Recruitment and Population planning committee the School will explore the composition of its student population, actions for widening participation and work towards understanding and enhancing diversity. This review will also focus on staff composition, including an exploration of the	

may also be some value in establishing key course criteria, consolidating course content with subject areas and opportunities for scalable non-specialist, transferable learning to expand teaching opportunities. The School could also draw on existing practice within its subject areas that could be extended across the School. The review team recommends the School consider a strategic teaching portfolio review and this should include consideration of what they can achieve in relation to interdisciplinary education.		competencies needed across staff teams. Career pathways for students and staff will be considered together with discussions around how the School will equip graduates for their future careers. Balance across work activities, fairness, transparency and openness, as well as collegiality and team work represent important principles for the School. Through annual review and ongoing mentorship we will set realistic expectations, identify development needs, and encourage sustained outstanding contributions to education and research. We will engage in a programme on defining and promoting School roles, reviewing promotion procedures, encouraging staff to consider assuming leadership roles and ensure that annual reviews have a strong and explicit staff development focus.
	(December 2022 – sustainability review)	The School will continue to refine its use of the College WAM, and together with a planned sustainability review of programmes and courses towards the end of 2022 will work towards the explicit aim of reducing excessive workload to ensure that effort can be focussed on high-quality activity that is valued by staff and students alike. This sustainability review will also explore possibilities for interdisciplinary education and be used to inform the School's actions in relation to the University's Curriculum Transformation Programme. We have had a systematic review of student numbers on a. course and programme level for a number of years and we have a standing agreement of minimum student numbers for core activities.
	August 2023	The reviews will be led by the School Management Committee ensuring wide consultation with staff and students. The project will be discussed during a School Management Committee away day in summer 2022 with an aim to launch in October 2022. Completion of the project will be August 2023.
	May 2022 – August 2023	The School has also recently instigated a review of learning and teaching support and guidance particularly for roles such as Programme Director and Course Organiser. The aim to ensure that colleagues are fully aware of policy and processes as they come into these important roles and also to further develop working relationships between academic and professional services colleagues. This review will be led by the Student and Academic

			Services Manager, with the Director of Learning and Teaching and the Director of Professional Services. Wide consultation will take place with the end goal of having robust guidance and documentation available on the School's intranet. Discussion will take place at School Education Committee and at the School's Programme Directors and Administrators Network.	
1 (b)	**Making the most of our resources (School remit)** The School reported that the processes in place for research grant buy-out of staff were not simple and involved input from various parts of University administration. This meant that filling resource gaps was often delayed. The review team considered that a streamlined process would support the School's remit item on making the best use of resources and recommends the College supports the School in simplifying these processes	January 2023	**College update 04/04/2022:** This recommendation has been raised with the Dean of Research and the Research Manager within the College. A meeting has since been held between College and the School's Director of Professional Services and Research Support Manager, during which the issue was fully explained. The College Research Office highlighted that this relates to a similar issue recently highlighted by another School. A genuine processing issue related to research grant buy-out of staff has been identified, however this is inconsistent across Schools and relies on the priorities and understanding of colleagues in ERO Research Grants teams. The agreed action from the meeting was that the School's Head of RKE will send the College Research Manager a list of examples of this issue. The College Research Manager will subsequently approach the ERO Head of Research Grants in order to set up a meeting for Schools to describe the issues they have and to agree next steps. **School update 08/04/2022:** Further to the meeting between the College Research Manager and the School's Director of Professional Services and Research Support Manager, the School has clarified the main issues affecting transfer of research funds to the School. These include awards delayed at award acceptance for significant period of time, no directly incurred expenditure to trigger overheads, directly incurred expenditure on the grant but no overheads transferred, and negotiations with the funder or other University of Edinburgh departments delaying the project set up and overhead transfer. Around half of all awards are experiencing one or more of these issues. The School also raised concerns around the lack of guidance available to Schools to forecast research income.	

				These concerns have also been raised by the Director of Professional Services and the School's Finance Business Partner with the College Head of Finance and Planning. The School will continue to work with the College and colleagues within Edinburgh Research Office to address these issues. The School is committed to fostering a work culture that is sustainable, that values people and helps them do their best work. To meet this commitment significant expenditure on staffing has been allocated during 2021/22 and planned for in 2022/23 to represent approved buyout on successful grants to ensure resilience of the School's teaching and research activity.	
2	**Postgraduate Tutors and Demonstrators** The review team recommends that the School considers whether there is appropriate allocation of postgraduate tutors and whether the support models are evenly distributed across all subject areas. The review team recommends that the School considers ways of ensuring equality of work allocation for its postgraduate tutors; including first year postgraduate research students in tutoring opportunities, perhaps by offering a second induction event, may support equitable allocation and maximise tutoring potential. The School also recognises that some postgraduate tutors may feel less supported or prepared for specific courses. The review team further recommends that the School considers implementing an oversight process for course specific preparation of those postgraduate tutors. The new Director of Tutoring and Demonstrating is developing plans to work with Course Organisers on support. The review team encourages the School to continue with this work.	August 2022 (Phase One) September 2022 to August 2023 (Phase Two)	**School update 08/04/2022:** The School is undertaking a full review of policies and processes relating to postgraduate tutors and other guaranteed hours staff. The first phase of this review will cover recruitment and work allocation and has a completion date of August 2022. The second phase will focus on induction and training, including support for Course Organisers and will take place across next academic year. This review will be led by the Programme Director of Postgraduate Tutors, the Resources Manager, the Business Operations and Special Projects Officer and the Director of Professional Services. The School Management Committee will review and approve any changes to policy. Guaranteed Hours staff and Course Organisers will be consulted during the review.		
3	**Student Support: Personal Tutoring** The review team recommends that the College supports the School in maintaining the level of student support, both academic and pastoral, that they wish to continue. The School should also consider the appropriateness of professional services and academic staff engaging beyond their role in support activity.	August 2023	**College update 04/04/2022:** The Student Support Implementation work is progressing with the CAHSS implementation group meeting regularly. College has completed a round of impact assessment and high-level mapping workshops with each of the phase one Schools and discussed the next steps and preparations for the phase two Schools at a joint meeting with Heads of School and Directors of Professional Services on 25th February 2022.		

| | | | The School of Health in Social Science have identified lead individuals to participate in the College Implementation Group and introductory meetings with the project team and College leads are taking place in April 2022. The objective of the project is to address both academic and professional roles: the plan is for the Wellbeing Advisor function to be implemented across all Schools by September 2022 on a hub and spoke model with line management, training, and oversight (as well as budgetary responsibility) held by the Director of Student Wellbeing but deployment of the advisors in each School. The School of Health in Social Science is in phase two and will be implementing the new model of support in 2023-24.

College is actively exploring ways in which we can adequately resource and continue with our trajectory of enhanced student support in CAHSS for 2022-23 in a way that aligns with plans for the full implementation of the new model by September 2023. College has launched a dedicated SharePoint site to support the implementation of the new model of student support in CAHSS. It brings together various information and resources to provide colleagues in Schools with a single point of easy reference.
The site is open to all members of staff within CAHSS however due to the nature of the project, some areas are specifically for key role holders and/or members of implementation groups.

School update 08/04/2022: The implementation leads for the School (Director of Learning and Teaching, Senior Tutor, Student and Academic Services Manager) have discussed the requirements of the project in relation to the phase two timeline and information about plans for the project has been disseminated at the School Education Committee and with members of the Student Support Office. The School is reviewing Professional Services needs for Student Advisors and other Student Experience team members with the aim of presenting a model for consideration by College and the project team towards the end of May 2022. Further discussions across the next twelve months will be needed to ensure that requirements for professionally accredited programmes with a clinical or therapeutic practice element in relation to clinical supervision and support are built into any model. This is likely to require a School specific amendment to the plans for academic cohort leads. A proposal will be made to the College and the project team by the end of 2022. | |

| 4 (a) | **Supporting student career development and employability (School remit)**
The review team recommends that the School, in consultation with the Careers Service, considers mechanisms for providing more specific advice on different aspects of practice -based settings and from other non - NHS employers. There may be opportunities to capitalise on School connections with different types of employers to achieve this. The School should have an awareness of international contexts in its subject areas and should clearly articulate to students what the limits of the advice it can provide are. It may also be useful to include this type of information in programme marketing material.

There may be other opportunities for the School to harness alumni through existing connections and learning from existing practice within subject areas, and the review team recommends that the School explores these to enhance its careers activity.

One opportunity may be in increasing the focus of the University Alumni Team, therefore, the review team recommends that Development and Alumni work with the School in managing alumni relationships for enhancing student career guidance and development. | January 2023 | **School update 08/04/2022:** This item will be discussed by the School Education Committee early 2023 with the aim of developing a number of actions to enhance work that is already underway in this area.

Key events open to all students in 2021/22:

• Clinical Psychology Alumni event (online synchronous and recorded in January 2022) attended by nearly 50 students. Positive feedback received during and following event.

• Careers event with member of the Careers Service (online synchronous and recorded – March 2022) provided support on applications, CV and interviews.

• Question and Answer event with programme director and alumni (online synchronous – planned for April 2022) – focus on the School's Children and Young People's Mental Health programmes.

• Academic and research careers event (online synchronous and recorded – planned for May 2022)

Update from Head of Alumni Advancement 06/05/2022

We suggest that the School, Development & Alumni and the Careers Service explore next steps in alumni supported careers and employability activities together, in line with the current approach across campus. We would like to discuss School priorities and emerging and established best practice for this work, including engagement models and alumni volunteer management, aiming to identify prioritised areas. This approach aims to help to inform a tailored plan, to be developed over time, and focused on structured and supported opportunities for selected alumni to inspire and support HiSS students. | |
| 5 | **Creating an inclusive and connected learning community (School remit)**
The review team recommends that the School consider clearer information on signposting resources to students at the start of their programme, perhaps though a central information point; students highlighted ethics approval | July 2022 | **School update 08/04/2022:** During 2021/22 the School has implemented a School LEARN site for all students where key documents and information are provided. A programme and course handbook project was completed in September 2022 and the first iteration of this was implemented this academic year. A review will take place during summer 2022. | |

	processes as being one area where such information would be helpful. The School should also consider the value of informal spaces for students. There may also be opportunities to capitalise on the School's location within the City of Edinburgh.	September 2022	The School's Ethics processes are currently being reviewed by the Research Support Manager, Senior Research Support Administrator and the Research Ethics Committee. It is expected that updated processes and ways of working will be communicated to staff and students at the beginning of the new academic year.	
		September 2022	Estate and physical space continues to create challenges for the School. The Drill Hall Study Space for students was re-opened in September 2022 following Covid restrictions, and the Student / Staff Social space at Doorway 6 has also been refurbished and relaunched. The School understands the value of informal spaces for students but is currently restricted in its physical estate. A further space review will be undertaken during summer 2022 which will include student spaces.	
6	**Student-led activity** The review team recommends that the School considers ways of supporting student-led activity through additional administrative support. There may also be a risk in overreliance on engaged postgraduate research student representatives to drive activity in future.	April 2022	**School update 08/04/2022:** During 2021/22 the School has continued to invest in two Community Leaders (0.2FTE x 2) recruited from the University's student population. These Community Leaders (who are part of the professional services team and managed by the Student and Academic Services Manager) have led on a wide range of student-led activity. This activity for students has included social events (such as a scavenger hunt, book shop and coffee walk, walk to castle esplanade, charity fundraiser bake sale), crafting for wellbeing (including Pumpkin carving, Christmas crafts, distribution of colouring books and pencils, photography competition), communications (student newsletter, posts about key dates (Hanukkah, Lunar New Year, St. Andrews), regular online Yoga, and Careers and Alumni events. The Community Leaders have engaged with students through the Schools MS Teams Health in Social Science Students channel, though the LEARN Student Events page, through Instagram (@edinunihealth), newsletters, email and poster display in the School. They have sought feedback from the Student Community through MS Teams polls, and a 'Have your Say' poster and online feedback form.	April 2022

			The Community Leaders have also been involved in assisting the School to communicate to its Student Community about the range of formative feedback that is provided. The Community Leaders created a formative assessment poster and added information to the LEARN page to help students better understand the ways that they are assessed and how they can make the most of these opportunities. Community Leaders have been built into the School's planning for staffing over the next five years to ensure continuation of this provision. The School has increased the provision of Professional Services support for Postgraduate Research by 1.0FTE in 2021/22. In addition to supporting operational work in this area this new Postgraduate Research Administrator will work with the Postgraduate Research Representatives and enhance communications and events support for this student cohort.	
7	**Quality Assurance mechanisms** The review team noted that recent changes to course evaluation will require the School to consider how evaluation is achieved effectively. The review team recommends that the School ensure existing mechanisms (within existing resources) are used to monitor the quality of teaching provision. The School is evaluating how to get feedback on courses in general with plans to establish new procedures and this should be progressed. There is also a need for oversight of preparedness of postgraduate tutors (see recommendation at 2.7) and postgraduate research supervision. The School should provide suitable training for supervisors to ensure oversight of the preparedness of postgraduate research students, particularly for the viva.	August 2023	**School update 08/04/2022:** **Course evaluation** The School is implementing course level evaluation in line with the University Student Voice Policy. Currently courses are undertaking a variety of bespoke approaches to course level feedback both mid-course and final evaluation. Strategies for feedback include face to face specific meetings for feedback, online forms for completion, post it note feedback and padlet mechanisms to name a few. Annual reports will feedback to the School the main issues raised and the mechanisms used to obtain feedback and how students are informed of changes made in response to the feedback. The University is currently progressing work around the student voice mechanisms for feedback on courses. There is no plan to unify feedback in the School and the Director of Quality is attending meetings about capturing the student voice and strategies for informing students of action. The School Director of Quality has raised with the VP Quality that since the removal of central administration of CEQ evaluation there has been no additional resource at School level to address	

| | | August 2023 | seeking and analysing the student voice. This is now being considered by the central University as this is a key issue for analysing data at course and then programme level.

Further work in progress this year and is dependent on resource for data capture and analysis.

Training for research supervisors
Since the review the School has developed a 2-part e-learning module on the Annual Review process. This is available as a permanent resource for staff and student. The first part provides an overview of the process and outcomes of an annual review. The second focuses on practical guidance for students (and staff supporting students) in preparing for the review. This e-learning module is available on the Learn space.

School supervisor training is being planned for the summer term, as an adjunct to the Institute for Academic Development Fundamentals of PhD supervision and Fundamentals of PhD Examination. This training will include preparing students for viva examination from the outset of a programme of study by using supervision and annual reviews to reflect on questions likely to come up in viva. It will also include practical guidance on conducting a mock viva in preparation. | |
| | Please report on steps taken to feedback to students on the outcomes of the review | This is still work in progress and will be actioned by the Director of Learning and Teaching and the Student and Academic Services Manager in May 2022. |
| For Year on response only | Any examples of a positive change as a result of the review | |