**LTC14D180**

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| **Title:** | **HUM LTQC QAR3 Reports** |
| Author: | Lorraine Newark |
| Circulation: | Learning and Teaching Committee  - 18 March 2015 |
| Agenda: | LTC14A004 |
| Version: | Final |
| Status: | Open |

### Issue

To receive QAR3 reports from the Faculty of Arts and Humanities Learning.
Schools:

Undergraduate:
Art

Completed by the Associate Dean, Dr Clive Matthews,

### Recommendation

None.

### Resource Implications

Not applicable.

### Risk Implications

Not applicable.

### Equality and Diversity

Not applicable.

### Timing of decisions

Not applicable.

### Further Information

Contact details: Ms Lorraine Newark, Learning and Teaching Coordinator, telephone 01603 592157, email: l.newark@uea.ac.uk for enquiries about the content of the paper.

### Background

Not applicable.

### Discussion
Not applicable.

# ANNUAL COURSE MONITORING
# SCHOOL SUMMARY 2013-2014

**Purpose:**
- **To evaluate the course to inform quality assurance and enhancement**
- **To update the course**
- **To trigger module(s) review (where necessary)**
- **To identify and share good practice**

| School summary – Undergraduate / Postgraduate Taught *(delete as appropriate)* For completion by the School Director (LTQ) | |
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| School | ART |
| Courses monitored and updated | Archaeology, Anthropology and Art history<br>Archaeology, Anthropology and Art history with a Year Abroad<br>History of Art with Gallery and Museum Studies<br>History of Art<br>History of Art with a Year in Australasia or North America<br>Art History and Literature<br>History and History of Art<br>Film Studies and Art History<br><br>Film Studies and Art History is in the process of course closure. |
| Summary of good practice and action plans | 1. High student satisfaction and excellent staff feedback was evident in the enthusiasm and engagement of the ART students. Extremely positive feedback has been received from external examiners, and good rates of progression and good honours continue.<br><br>2. The importance of fieldwork was identified for Anthropology and Archaeology modules. And work has been undertaken to introduce detailed learning outcomes for all modules to enhance the student learning experience.<br><br>3. Small class sizes flagged as a problem, with a need to recruit from students in AMA and HUM more widely identified.<br>More level 3 options have been introduced and compulsory modules phased out to address similar patterns in other single honours Art History degree programmes. |

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| | 4. NSS survey flagged feedback as requiring some work, and this has been addressed to introduce additional verbal feedback for all students.<br><br>5 Good work has been done to embed exciting employability tasks into teaching and School activities, including internship programmes, exhibitions, and art auctions (Sifa Presents).<br><br>6. With the upcoming merger of ART, FTM and AMS, there is a recognition that any 'joint' programmes between the three departments will need to be revised, with specifics to be worked out. |
| Any University wide issues identified | 1. It remains the case that completion rates of student surveys is small, so staff are having to implement module changes based on samples that are probably unrepresentative. This has occurred since online student surveys were introduced, resulting in staff having *less* useful feedback than was previously the case. It would be good if the current system was reviewed.<br><br>2. Feedback from the recent Periodic Course Review highlights problems with the Study Abroad Office, with a perception that ART students are not given the same priority as students from FTM and AMS. With the upcoming merger into AMA, we hope this will be resolved. |
| Modules requiring reviewing in subsequent academic year following the monitoring and update process | All evaluated modules have been responded to thoughtfully and thoroughly.  No modules were flagged as problematic and therefore no modules require review outside of those mandated by the LTS-generated triggers.<br><br>Archaeology of Cyprus will require review as a new module. |
| Dissemination of good practice within the School. Proposed process and timescale. | As ART is now one department within the School of AMA, dissemination of good practice will happen at a larger, cross-departmental level. It remains to be seen what form this will take in AMA. |

| For completion by the Faculty Associate Dean (LTQ) | |
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| Confirmation that process has been satisfactorily undertaken | C Matthews<br><br>February 16th 2015 |
| Good practice identified and University wide issues<br>*(If different from the above)* | None |
| Dissemination of good practice within the Faculty and University. Proposed process and timescale. | Through Faculty LTQC |