University of Glasgow

Departmental Programmes of Teaching, Learning and Assessment (DPTLA)

Review of Department of History of Art: Friday 5 February 2010

Report Summary

The following is a brief summary of the full report of the review carried out in the Department of History of Art. Reviews of *Departmental Programmes of Teaching, Learning and Assessment* (DPTLA) are internal subject reviews focused on the quality of provision as experienced by students. The review looks at the range of programmes, course content, the teaching methods employed, assessment, facilities and much more.

The full report of the review is available publicly at:

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http://www.gla.ac.uk/media/media_173369_en.pdf

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Further information about the DPTLA process can be found at:

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http://www.gla.ac.uk/services/senateoffice/qea/psr/

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Italicised words are explained in a glossary below.

Conclusions

The Review Panel commends the Department on the overall scope and quality of its provision. The students and *GTA*s were overall very positive about the staff and the support they received within the Department. Despite the number of recommendations, the Panel was impressed with the level of commitment displayed by staff and students.

Key Strengths

- Excellent research rating
- Intellectually developed courses
- Approachable and helpful staff
- Excellent access to civic collections
- Excellent work placements for students

Areas to be improved or enhanced[1]

1. **Assessment, Feedback and Achievement**

   a) Procedures for the return of student work to be reviewed. [paragraph 4.2.1]
   b) Policy on anonymous marking of Honours essays to be reviewed to ensure that it conforms to the Faculty of Art's policy. [paragraph 4.2.3]

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[1] Numbers refer to the paragraphs in the full report that contain the relevant discussion.

c) The process for setting examination and essay questions to be reviewed and official approval procedures implemented. [paragraph 4.2.4]

d) The *visual test* process to be clarified to ensure that all students are given adequate preparation for this test. [paragraph 4.2.5]

2. **Curriculum Design, Development and Content**

a) Numbers of *seminars* and tutorials to be increased where possible. [paragraph 4.3.2]

b) Honours courses to be reviewed to ensure that areas of study outwith the research expertise of staff are not excluded. [paragraph 4.4.1]

3. **The Quality of Learning Opportunities**

a) The suspended visits to the National Galleries in Edinburgh to be reassessed. [paragraph 4.5.1]

4. **Assuring and Enhancing the Quality of the Students' Learning Experience**

a) *Personal Development Planning* (PDP) and *Employability* to be developed through all levels of provision. [paragraph 6.1.1]

b) *Staff-Student Liaison Committee* meetings to be held more frequently aiming for two per semester. [paragraph 6.1.2]

5. **Resources for Learning and Teaching (other Resources)**

a) The use of *Moodle* to be standardised and time invested for staff training. [paragraph 4.7.3]

b) The availability of *ARTstor* for student use to be investigated along with access to the auction house databases. [paragraph 4.7.2]

c) Course handbooks to be reviewed in line with good practice advice from the Learning and Teaching Centre. [paragraph 4.7.4]

d) The building at 7/8 University Gardens to be inspected with a view to refurbishment to permit disabled access. [paragraph 4.7.1]

6. **Student Progression, Retention and Support**

a) The Department's student recruitment strategy to be reviewed and a strong business plan developed. [paragraph 4.4.5]

7. **Resources for Learning and Teaching (Staffing)**

a) Teaching provision across all levels to be reviewed to establish a more even balance between research and teaching loads. [paragraph 4.6.1]

b) Current marking practice at Levels 1 and 2 to be re-examined with the aim of achieving an equitable distribution of the marking load across staff. [paragraph 4.6.2]

c) The role of *GTA*s to be reviewed with a view to offering more opportunities for lecturing experience and more funding to be provided for additional GTAs to ease the work loads of academic staff. [paragraph 4.6.3]

d) Opportunities for additional administrative support to be explored during the forthcoming restructuring as The School of Creative Arts and Culture. [paragraph 4.6.5]

Glossary of terms/acronyms used

ARTstor

ARTstor is a non profit digital image library for education and scholarship. It contains over one million images in the areas of art, architecture, the humanities, and social sciences

Departmental Programmes of Teaching, Learning and Assessment or DPTLA

The University has a six yearly cycle of review of the departments within it. DPTLA is one of the main ways by which the University assures itself of the quality of the provision delivered by departments.

Employability

Employability is about more than being able to get a job after University. It is about acknowledging and being able to demonstrate achievements, understanding and personal attributes that will contribute to success both during, and after, University.

Graduate Teaching Assistant or GTAs

Graduate Teaching Assistants, Tutors and Laboratory Demonstrators are students, usually research students, who assist with teaching in the form of tutorials, labs and other activities that are part of undergraduate programmes in the department. They are paid an hourly rate by the University.

Moodle

Moodle is the University's supported Virtual Learning Environment (VLE).

Personal Development Planning or PDP

Personal Development Planning or PDP is a way to promote reflection on learning, performance and achievements and to plan for personal, educational and career development. Each Faculty at the University offers different types of PDP activities.

Seminar

Seminar usually refers to a small, group-based learning situation.

Staff:Student Liaison Committee or SSLCs

Staff:Student Liaison Committees are departmental committees which provide a formal opportunity for Student Representatives to discuss matters with, and give feedback to their Department.

Visual Test

Visual tests test knowledge, and ability to make an informed critical response to visual material, e.g. by commenting on technique, and/or imagery, form and style, in relation to the themes of the material.