

University of Glasgow

Academic Standards Committee – Friday 25 May 2018

**Periodic Subject Review: Responses to the Recommendations
Arising from the Review of History of Art held on 22 February 2017**

Robbie Mulholland, Clerk to the Review Panel

The Review Panel concluded that History of Art demonstrates a clear commitment to excellence in learning and teaching. Despite significant challenges relating to increased student numbers and staffing changes, the Subject has continued to place the quality of the student experience at the heart of its concern. It has embraced the challenges of re-modelling its Level 1 and 2 curriculum, continues to enhance its PGT provision, many aspects of which are unique within Europe, and places great value on research-led teaching. Against this background, History of Art has sought to engage with new pedagogical strategies and innovative practices which continue to set the Subject apart from other Scottish Art History departments. The Review Panel was particularly impressed by the quality and dedication of staff and their commitment to providing a highly enriching learning experience for students. The Review Panel makes a small number of recommendations where it sees opportunities for the Subject to further enhance its provision, but these are made against the Panel's overall view that History of Art continues to be a highly successful academic unit.

Recommendations

Specific recommendations addressing the areas for work are listed below.

The recommendations have been cross-referenced to the paragraphs in the text of the report to which they refer and are **ranked in order of priority**.

*Feedback on Assessment***Recommendation 1**

The Review Panel **recommends** that History of Art, undertake a review of its procedures in relation to feedback on assessment, this review to have particular regard to the following matters:

- the quality, consistency and timeliness of feedback to students;
- the adoption of the University Workload Model to help staff plan workloads ensuring that time for marking is recognised and built into staff timetables at appropriate points;
- the setting of deadlines for student assignments which ensure that, where possible, 'bunching' of assignment deadlines is avoided; and
- the implementation of a strategy to consolidate the use of Assessment Blueprinting within the Subject – this exercise to be conducted with the support of LEADS. [paragraph 4.2.4]

For the attention of: The Head of Subject

For information: Senior Academic and Digital Development Adviser, Learning Enhancement and Academic Development Service

Response:

In response to the recommendation that History of Art (HoA) reviews procedures to improve timeliness of assessment feedback, we have adopted and introduced the School of Culture and Creative Arts (SCCA) Assessment & Feedback (A&F) Calendar, an initiative developed by Mike Bristow, the SCCA Senior Teaching Support Administrator (STSA), and implemented across the School in October 2017. The A&F Calendar enabled us to improve our management of 2017-18 PGT and UG course assessments by calculating 15-working day feedback target and actual return dates, identifying deadlines for markers and/or convenors, and noting whether original and revised target dates are met, based on data input by administrators about assignments submission dates. Our A&F Calendar is managed by the STSA and monitored with the Head of HoA (HoHoA) to progress timely feedback with Course Convenors, who now have clearly identified turnaround targets for managing sole and team-taught courses more efficiently and effectively. The A&F Calendar and marking/feedback progress are an on-going agenda item for the twice-semester Subject staff meetings, and the calendar is located on a shared-drive that all HoA staff have access to.

Marking/feedback return dates are on course Moodle pages, aligning with SCCA's policy to publish submission and return dates to students. When marking/feedback is delayed unavoidably, Convenors agree revised dates with HoHoA and STSA then notify students as soon as possible, and the new dates are monitored and managed. It is intended that the A&F Calendar is planned by Convenors and HoHoA before the start of the 2018-19 academic year to include submission dates in course handbooks, as exemplified by Textile Conservation, and to avoid 'bunching' of deadlines [see below]. The Calendar was shared at the HoA UG Staff-Student Liaison Committee (SSLC) meeting in Semester 2 [see Recommendation 2], and will be discussed at HoA's 2018-19 UG and PG SSLC meetings.

A continuing issue for timely HoA marking is collection and return of scripts by markers from/to the SCCA Administrators, Judy Lochhead (L1 and L2), Susan Howel (Junior Hons and Senior Hons) and Andy Bradburn (PGT). This is likely to exacerbate when this team, based currently in the History of Art building, relocates to Gilmorehill Halls. On-line assessment submissions via Moodle were endorsed for the 2016/17 academic year by the HoHoA, supported by the SCCA Head of School Administration (HoSA) Pauline McLachlan, with guidance and input from UG and PGT Administrators and STSA. The successful trial of written work submissions for Semester 2 of 2016-17 for all Textile Conservation courses and two Junior Honours courses was extended to Level 2 and other UG and PGT courses in Semesters 1 and 2 of 2017-18, including forthcoming Level 1 exams. The intention from 2018-19 onwards is for Moodle submission of all viable HoA written assessment submissions, which will also contribute to an enhanced student experience and align with practice in other SCCA Subject Areas

The quality and constancy of feedback in mark sheets will continue to be reviewed in 2018-19 by HoA Convenors through the HoA Teaching Forum (convened by Patricia De Montfort) in consultation with SSLC student reps, HoA Student-Staff Liaison Convenor (Dominic Paterson), HoA PGT Programmes Convenor (Sally Tuckett), HoA L&T convenor (Karen Thompson), the SCCA Quality Assurance Officer (Sabine Wieber, also in HoA), UoG L&T LEAF and HoHoA. We aim to minimise 'tick-box' aspects, and formalise enhanced constructive feedback with levels and styles helpful to students, such as areas for improvement before the next assignment. Feedback consistency will be aided by tailoring generic grade descriptors to HoA. The Teaching Forum supported by HoHoA will also organise pre-marking discussions in 2018-19 to agree consistency, informed by past examples of marked essay, UoG guidelines for second-marking and moderating, and GTAs will be given clearer criteria for marksheets by Convenors [see Recommendation 5]. Marking is now allocated more strategically to our GTAs. The Convenor of the School's Learning and Teaching Committee (LTC, Ian Garwood) plans to evaluate and balance quality of feedback

and time spent on feedback, and will work closely with the HoA Teaching Forum and HoHoA on this.

HoA now aligns with the standard Exam process in other SCCA subject areas, with our two Exam Convenor, Sabine Wieber and John Richards, arranging scrutiny of the questions for clarity, parity and content, and also a combined mitigation meeting to look at good causes and grade changes with a pre-assessment board for borderline students. This will simplify and clarify the final exam board with the external for a smoother process to agree or review decisions.

To utilise the University's Workload Model (WLM) to plan HoA staff workloads more effectively, training was completed by the new HoHoA at the end of April 2018, delayed by headship changes then preparation for industrial action in early 2018. The HoHoA will adopt the WLM when implemented by CoA, anticipated in the 2018-19 academic year, and apply it with the HoA A&F Calendar to plan and manage staff workloads, framed by the HoA/SCCA strategy for teaching and research, and the range of staff-student ratios amongst staff. There will be particular focus on Early Career staff to ensure their full workload is reduced in Year 1 by 50%, 25% in Year 2 and 10% in Year 3. HoHoA is now more aware of marking workloads for staff, including GTAs, and 'bunching' of return dates to manage these more strategically in the forward-planning of the A&F Calendar.

To avoid 'bunching' of assignment deadlines, an Exams Schedule for all SCCA subject areas is being developed for 2018-19 by the STSA. This schedule will complement the Assessment Calendar with details of exam dates, assessment board dates, exam sizes, "1st Marking +10 days", numbers for moderation (10% of cohort), "Moderation +4 days" and "Days Until Assessment Board". The Schedule will identify potential pinch-points to avoid bunching, and be most effective if populated before the start of each academic year with assignment deadlines and marking return dates agreed between Convenors and HoHoA. Convenors can then use the Schedule to monitor deadlines and identify slippage and overrun impacts on marking returns and assessment board turn-around, and HoHoA to identify and manage critical paths and workloads. A recognised marking bottleneck is the end-of-Semester 1 teach-taught Level 1 exam, and one way to alleviate this pressure may be mid-semester assessments.

Assessment Blueprinting for a consolidated strategy at School level for undergraduate degree programmes is underway and will be reported at the end of the 2017-18 academic year through the HoA rep on the School's Learning and Teaching Committee (LTC) for HoA to respond to. The School's LTC May 2018 meeting is addressing aims, ILOs and realistic implications for their implementation with respect to PIP documents and consistent use. The School LTC Convenor Ian Garwood is also addressing examination efficiency and over-assessment at School level, in collaboration with LEADS to share good practice from across CoA. The HoAoA and School LTC Convenor have been liaising closely throughout this process. When the School strategy is ready, HoA Convenors and HoHoA intend to hone it to HoA through workshops with LEADS organised by the HoA Teaching Forum.

Staff Student Liaison

Recommendation 2

The Review Panel **recommends** that History of Art undertakes a review of student feedback mechanisms within the Subject, to ensure that actions/outcomes arising from student feedback are clearly identified and reported back to students promptly, and also that SSLC minutes are made available to students via Moodle and/or Student Voice. [paragraph 3.4.4]

For the attention of: The Head of Subject

Response:

Our Subject teaching management group has looked at History of Arts' mechanisms to review how we identify actions and outcomes from student feedback, including SSLC minutes, and promptly report back to students. We use Student Voice, although it has limitations for responding to actions and feedback and the most effective feedback mechanism for the SCCA is under discussion. Consultation at staff and student level through Subject and SCCA meetings and SSLCs to implement a strategy in 2018-19 is underway, which HoA will introduce when available. In this interim period, HoA continues to use Student Voice, and also use course and programme Moodles to communicate EvaSys outcomes and respond to student feedback. All Convenors are strongly encouraged by HoHoA to make time for EvaSys in the last session of each course. Additional meetings for student reps and course leaders have been introduced at Honours levels, and Level 1 and 2 students can also raise issues with Convenors, with responses sent to the class reps to disseminate to the whole cohort.

In Semester 2 of 2017-2018 HoA introduced clearer agendas and minutes for UG and PG SSLC meetings. Agendas are now informed by short UG student reps pre-meeting reports to focus meeting discussions and allow staff to prepare with informed responses and options for resolution and actions. Minutes have clearer actions for staff and students with target response dates and action owners. Student reps can post these minutes to the social network sites used for consultation. This revised process will be reviewed with SSLC student reps at the end of Semester 1 of 2018-19 to ensure it is effective or needs further improvement. Minutes are uploaded to Student Voice by PGT and UG support administrators, and posted to the School's virtual learning site for all the staff-student liaison committees as a visible archive so that students can see the concerns of past students. Honours reps have proposed briefing Level 1 and new UG reps with experienced insight which the HoA SSL Convenor will arrange.

While the SSL Convenor, HoHoA, PGT Programme Convenor and Level/Programme Convenors communicate well to convey actions, there could be more focussed and transparent feedback and closure. A solution is for HoHoA to prepare brief pre-meeting SSLC reports summarising staff action progress and outcomes, which will be implemented in 2018-19. Another unresolved issue is following up actions in the end-of-academic-year exam period after the last meetings between staff and students. Options discussed by the HoHoA, SSL Convenor, PGT Programme convenor and our Quality Assurance Officer will be proposed to student reps in 2018-19. The intention from 2018-19 is to plan SSLC meeting dates for the whole year, scheduled where possible before Subject meetings to ensure action progress and completion is recorded. Outstanding or wider issues can also be discussed through our Teaching Forum.

Staff

Recommendation 3

The Review Panel **recommends** that History of Art fully implements the University Workload Model and reviews timetabling arrangements for early career staff, such that adequate protected time is made available to them to undertake commitments related to ECDP and PgCAP. [paragraph 4.3.1]

**For the attention of: The Head of Subject
The Head of the School of Culture and Creative Arts**

Response:

The CoA is finalising its adjustments of the WLM to reflect Art-specific conditions, with the intention of implementing it in the next academic year (2018/19), and History of Art will be able to put it to most effective use then. The Head of School of Culture and Creative Arts (HoSCCA), Dimitris Eleftheriotis, and the current HoHoA have been working together to establish HoA workloads, with particular focus on ECRs. Planning for next year's teaching and other commitments is progressing based on the principles of equality in workload and of supporting ECDP colleagues to complete their training obligations. To mitigate delayed implementation of the WLM because of changes in headship then industrial action, the current HoHoA met with early career staff to discuss personal development and training commitments and needs for ECDP and PgCAP. It was clear to the HoHoA that effective support to protect EC time required an overview of the workloads for all HoA staff alongside strategic research leave plans for informed and pragmatic decisions, so the HoHoA organised individual staff meetings to understand everyone's current and anticipated teaching workloads in an attempt to rationalise and plan 2018-19 timetables, supported by the Head of SCCA. EC have therefore been at the forefront of timetabling for 2018-19, with senior staff encouraged to take on a fair share of teaching and administrative duties.

The HoHoA will continue regular meetings with early career staff, at least one per semester, to review workloads and support development progress. ECs can gain additional support through frequent and structured meetings with their line managers, supported by the HoHoA and HoSA.

Role of Course Convener

Recommendation 4

The Review Panel **recommends** that History of Art:

- clarifies, and gives greater recognition to, the role of Course Convener such that GTAs are provided with more structured and systematic support; and
- more clearly defines the Course Convener's role in supporting the management of courses and course teaching staff within the Subject.
- The Panel noted that increased recognition of the role of Course Convener might also benefit staff wishing to participate in the University's Recognising Excellence in Teaching (RET) framework. [paragraph 4.4.11]

For the attention of: The Head of Subject

Response:

We are defining and clarifying the roles of our Course Convenors to enable more systematic and structured support for GTAs and management of teaching staff by engaging in higher order discussion at SCCA level, within the context of College-wide discussions about UG, PGT and other convenor roles and a review led by CoA Dean of Learning and Teaching, Wendy Anderson. There is a recognised need at School and College level for the role of L1 and L2 Convenors to be clarified as overall year Convenors, to coordinate teaching, take responsibility for GTAs, and manage marking, moderating and feedback. The HoHoA fully appreciates how clearer convenor roles underpin GTAs, handbooks, marking and student feedback. In this period of School- and College-wide development progress, the current HoHoA decided an interim measure was necessary and consulted other School Subject Heads, and the School and subject LTC convenors for their views on convenor definitions and roles. HoHoA used guidance from Theatre Studies for focussed consultation, so that we now have interim Level/ Programme/Course Convenor and Course Leader role definitions

that distinguish more clearly the roles and responsibilities of administration support. HoA will be responding to, and adopting, SCCA descriptors when available.

Graduate Teaching Assistants

Recommendation 5

The Review Panel **recommends** that History of Art reviews the following:

- The role and responsibilities of GTAs, such that these are more clearly defined, particularly with regard to the content and delivery of seminars for which GTAs are responsible; and also the extent to which GTAs may engage with students on pastoral matters;
- The existing level of provision for GTAs in the following areas with a view to this being increased; subject-specific training; guidance on the University Code of Assessment and Marking Scheme; opportunities for staff/student feedback; recognition/payment for seminar preparation time; peer observation and office space. [paragraph 4.4.11]

For the attention of: The Head of Subject

Response:

We have welcomed improvements introduced from the ongoing GTA Review by Richard Cloughton, Deputy Director of HR to help us define more clearly the roles and responsibilities of HoA GTAs, especially for seminars and pastoral matters. This review has included a clearer breakdown of marking rates and application of preparation time. The School's also has new plan for an GTA induction before the start of the 2018-19 academic year for all its GTAs, with a second session in January 2019, to discuss the practicalities of the role, for example, how to submit timesheets and processing of holiday pay. This will be hosted by the HoSA, Operations Administrator and a representative from College of Arts HR, with HoA GTAs strongly encouraged to attend. The School is also developing a GTA Handbook for all new and existing GTAs, in which roles and responsibilities are explained clearly.

The PSR recommendations for HoA's GTAs were reviewed by the HoA Level 1 and 2 Convenors with the SCCA HOSA and HoHoA in light of the School- and University-wide changes outlined above. The need for clarification of the responsibilities of Convenors and HoHoA for GTAs was recognised to encourage and instil consistent good practice, while more formalised, regular and structured contact between Convenors and GTAs would contribute to the trust and reliance they build. We intend to introduce the recommendations for the 2018-19 academic year, with Convenors' responsibilities for GTAs being to:

- arrange a formal briefing/planning meeting at the course start and a de-briefing session at the end for all GTAs irrespective of experience, plus regular meetings (every 2 to 3 weeks) as an on-going reflective forum. Attendance would be paid for.
- provide course-specific training and guidance, and discuss the lecture sequence.
- refer to the University Code of Assessment and the Marking Scheme to brief/advise GTAs on the minimum level of feedback expected for coursework and examinations scripts (if relevant), and give examples of good practice.
- encourage GTAs to share and discuss through individual or group meetings staff/student feedback they receive, sharing positive general feedback from EvaSys, and support and guide GTAs with pastoral care of students.
- forward-plan estimated GTA support with HoHoA ahead of the academic year.

- consult with GTAs, LEADS and other SCCA convenors about assigning each GTA a staff mentor who also can provide observational feedback on teaching, and then arrange and provide peer observation or ‘buddy’ a new GTAs with an experienced one.
- manage and support marking and feedback by allocating marking, gathering marks, monitoring and responding to marking spread, ensuring marking parity, and advising inexperienced/new markers

The HoHoA will take responsibility for:

- fair and viable budgeting for GTA pay, in consultation with relevant HoA Convenors, HoSA and Operations Administrator to estimate and agree numbers. The HoHoA will consider strategic GTA support for Honours courses, like agreed staff research leave.
- inviting an HoA GTA representative for selected reserved business at Subject staff meetings and/or SSLC meetings, with paid attendance.
- creating GTA office space. There may be an opportunity to allocate a room to GTAs in 8 University Gardens on a hot-desking basis, arising from the Gilmorehill Halls pilot project plan in Summer 2018. This will be considered equally with other demands on the space.

Student Handbooks

Recommendation 6

The Review Panel **recommends** that History of Art (in liaison with students and the College of Arts) undertake an annual review of all its course handbooks with the aim of:

- Ensuring all information in handbooks, and in particular that relating to ILOs, Programme Specifications and guidance regarding assessment criteria and weighting of units of assessment is clear, up-to-date and consistent with all other sources of information available to students; and
- Ensuring students have a clearer understanding of relevant policies and regulations relating to the University’s Code of Assessment. [paragraph 3.3.9]

For the attention of: The Head of Subject

The College of Arts Quality Officer

For information: The Head of the College of Arts

Response – Head of Subject:

As per the Review Panel’s recommendation, the handbooks for History of Art undergraduate Levels 1 and 2 (updated in September 2017), Jun Hons and Sen Hons, and taught postgraduate programmes have all been revised for 2018-19 by HoA Level and Programme Convenors with the SCCA Quality Assurance officer and HoHoA. The aim has been to establish consistency and clarity with regard to ILOs, programme specifications, and subject-specific assessment criteria and weighting, and to ensure students have a clear understanding of the University’s Code of Assessment policies and regulations, especially for absence. The intention is for this to be an annual process in preparation for the start of each academic year.

The updated draft handbooks for 2018-19 are now with relevant HoA Convenors for tailored rewording to be more subject-relevant. Student feedback on these versions will be invited through SSLC representatives in May-June and their comments and observations taken on

board for the finalised handbooks. The SCCA Quality Assurance Officer will also be engaged in this student consultation. The views of Senior Honours students are especially important to help consistency and usefulness through informed comment across all the UG levels. Convenors are also discussing more effective use of core information on top-level HoA level/programme Moodle, which will facilitate better monitoring and amendment for updates and weblinks by Administrative Support.

Response – College of Arts Quality Officer:

As the information could not be gathered from the 2016-17 Annual Monitoring process, this response comes from information supplied to the College Quality Officer by Dr John Bonehill, History of Art.

- As per the Review Panel's recommendation, the handbooks for History of Art undergraduate Levels 1 and 2 (initially updated in September 2017), Jun Hons and Sen Hons, together with that for taught postgraduate courses, have all now been revised with the aim of a) establishing consistency and clarity with regard to subject-specific assessment criteria and weighting, and b) ensuring students have a clear understanding of the University's Code of Assessment policies and regulations.
- The updated handbooks are now with relevant convenors to tailor and re-word, in order to be more subject-relevant for 2018-19. Feedback on these versions from students will be invited in May-June via SSLC representatives. History of Art notes that it is especially interested in feedback from Senior Honours students to improve consistency and usefulness across all Undergraduate levels. Comments from students will inform the final documents. The subject is also discussing how core information on programme Moodle might be used more effectively, to enable improved monitoring and amendment for updates and weblinks.

Postgraduate Taught Provision

Recommendation 7

The Review Panel **recommends** that History of Art develop a strategic approach with regard to its PGT portfolio. In doing this, History of Art should reflect on the overall vision for the Subject, the distinctive nature of its existing provision and emerging opportunities such as those linked to the Kelvin Hall and Hunterian Museum developments. [paragraph 3.1.11]

For the attention of: The Head of Subject

Response:

History of Art is approaching its PGT portfolio more strategically, most significantly through consultation between the HoA PGT Programme Convenor, the former School PG convenor Nick Fells, and College of Arts Recruitment and Marketing Manager Heather Murphy, resulting in a new general MLitt in Art History that has been PIPed to start in Sept 2018. This provides a means of simultaneously streamlining HoA PGT provision across existing programmes while maintaining and channelling their distinctive identities to boost student numbers. It also enables HoA to offer courses instead of full programmes where programme recruitment is low. This new programme is easier to promote for marketing purposes and offers students flexibility to develop their own programme of learning and research under guidance. A rolling shared convenorship for the programme is under discussion.

The History of Art PGT Open Evening for current Senior Honours students was re-introduced this year, held at the end of Semester 2 to promote the range of programmes on offer. The PGT Programme Convenor is in regular communication with Heather Murphy

about the marketing strategy and retention figures. Promotional materials for all PGT programmes have been updated.

The unique and distinctive opportunities for HoA object-based teaching in the Kelvin Hall Cultural Hub with Hunterian Museum and Art Gallery has enhanced the PGT programmes for Textile Conservation convened by Karen Thompson, and Collecting and Provenance convened by Christa Roodt which also offers a History of Collecting and Collections strand in the School of Humanities' Museum Studies PGT programme. The housing in Kelvin Hall of laboratory and research facilities for the Technical Art History programme, convened by Christina Young, showcases the development potential for the rich interdisciplinary, research-led teaching environment of the Centre for Textile Conservation and Technical Art History, directed by Frances Lennard, destined to relocate fully from the Robertson Building to Kelvin Hall within the next year or so. Two new object-based PGT programmes for Kelvin Hall are PIPed: Inventing Modern Art 1768-1918 (starting 2018-19) co-convened by Clare Willsdon and Patricia de Montfort, and Modern Materials Artefacts (starting 2019-20) convened by Anita Quye. Collaborative discussion between HoA and Steph Scholten and Mungo Campbell, Director and Deputy Director of the Hunterian respectively, is strengthening HoA teaching opportunities, shaped by strategic plans led by the HoHoA.

HoA is also embracing on-line learning opportunities. The MOOC 'A History of Royal Fashion', taught and convened by Sally Tuckett in partnership with Historic Royal Palaces, and developed with John Macguire, CoA E-Learning Innovation Officer, launches in May 2018. It has proved exceptionally popular, with nearly 9,000 people signed up, and promotes the popular Dress and Textile History PGT programme that Sally convenes. HoA is also benefitting from the PgCert online distance learning course 'Antiquities Trafficking and Art Crime' by Donna Yates in the School of Social and Political Sciences, with successful students being able to complete a full Masters degree with courses from the HoA Collecting and Provenance PGT Programme.

Recommendation 8

The Review Panel **recommends** that History of Art liaises with the Learning Enhancement and Academic Development Service (LEADS) in a review of the content and delivery of the Research Methods course. This should include an evaluation of other models for similar courses offered in the University, for example in English Literature, and be cognisant of the role of Course Convener (see paragraph 4.4.11). [paragraph 3.1.14]

For the attention of: The Head of Subject
For information: Senior Academic and Digital Development Adviser, Learning Enhancement and Academic Development Service

Response:

The Review Panels' recommendation that we review our cross-PGT programmes' Research Methods course has been fulfilled in the following way. At the October 2017 Subject Meeting, student feedback from EvaSys was discussed and ideas for new approaches to HISTART5105 were solicited. Two proposals developed by the Course Convenor (Sabine Wieber) and PGT Programme Convenor were presented and discussed at the PGT Convenors Meeting in November 2017, followed by a LEAF Blended Learning Workshop and consultation with Sean Adams, Convenor of MLitt Research Training Course, Critical Studies in March 2018. The result was revisions being PIPed and presented at the Board of Studies meeting in April 2018.

The course title will change to 'Research Methods and Skills' with more clear delivery of research skills through six 'Master Classes' by members of each PGT programme plus four

Blended Learning sessions. The Course Convenor and PGT Programme Convenor will work with John Maguire, College e-Learning Innovation Officer to produce these sessions over the summer, with the Course Convenor liaising with Jill Robbie (School of Law), who converted an introductory law course to blended learning, before scripting these sessions. The course will be assessed by a single research essay due at the end of term, in direct response to student feedback over the past three years. The course will still be team taught and a revolving convenorship might be implemented. PGT programmes 'Curatorial Practice' and MPhil 'Textile Conservation' will develop their own research skills/methods courses and their cohorts will no longer be part of the revised course.

Equality and Diversity

Recommendation 9

The Review Panel **recommends** that History of Art continues to make reasonable adjustments (in liaison with the School and College of Arts) to ensure that its learning spaces and all learning opportunities, for example, field trips and work placements are accessible to disabled students, in accordance with the University's Equality and Diversity Policy and the Equality Act 2010. [paragraph 3.2.1]

For the attention of: The Head of Subject

Response:

HoA teaching staff and Administrative Support have strived to make all reasonable provision for accessible spaces and learning provision for every student requiring support, and we have involved the CoA Disability Coordinators where necessary. An ongoing issue is that we receive no support from Disability Service for the HoA Visual Tests, and have to make our own arrangements for computers, separate rooms and invigilators, which has been very difficult for all concerned. We feel that these tests should be supported in the same way as formal exams. Our Level 1 and 2 Convenors and the CoA e-Learning Innovation Officer are working together to set up HoA visual tests on Moodle for students who need computers for all exams situation, although this is not as straightforward as it might seem.

Every effort has been made to use accessible teaching spaces, and ensure field trips and work placements are as accessible as possible. On-campus teaching spaces are limited by timetabling and estate constraints, and teaching spaces in the HoA building at 8 University and environs do not have lifts for the staired entrances which are unavoidable. The new College of Arts building will address issues of accessibility for improvement.

Study Abroad

Recommendation 10

The Review Panel **recommends** that History of Art takes steps to more actively promote study abroad opportunities within the Subject, with a view to meeting the University's strategic objectives. [paragraph 4.1.7]

For the attention of: The Head of Subject

Response:

We are promoting the international Year Abroad and Erasmus opportunities on offer to HoA Junior Hons students and PG students more actively. This is facilitated by two Convenors - Christa Roodt (Erasmus) and David Hopkins (Year Abroad) – who liaise with the University offices for Year Abroad, Erasmus and Summer Traineeship, language tutors at the University, the CoA Dean for International Mobility (Anselm Heinrich) and CoA International

Experiences Manager (Céline Reynaud). Voluntary internships abroad for staff are supported under the Erasmus+ Grant Scheme.

Information about the selection criteria and procedures for the Year Abroad and Erasmus outward mobility schemes are promoted to prospective exchange students in a number of ways. Students are made aware of both schemes at the start of their second year of study so they have time to plan applications well in advance by knowing the opportunities available to them for part or all of their Junior Honours year. A dedicated section on the Level 2 Moodle site explains the schemes in detail with updated news about current possibilities available from the start of that academic year. Level 2 students also hear about the Year Abroad/Erasmus opportunities at a pre-Hons Open Evening talk.

Erasmus scheme agreements for HoA are in place with the University of Bonn (Rheinische Friedrich-Wilhelms-Universität Bonn) for undergraduate HoA students, There is also an Erasmus agreement for postgraduate students with the Ecole du Louvre in Paris. A new agreement was signed with the reieurs desInstitut d'etudes supearts (IESA) Paris in March 2018, opening up staff teaching exchanges from September 2018, and student exchange from January 2019. This is being promoted at all opportunities. Funding is currently being sought for one of the Convenors to visit a prospective Universitas21 partner to consult on future exchange possibilities.

Students interested in the International Year Abroad scheme can meet to discuss it with HoA's dedicated member of staff in Semester 1. Students are themselves responsible for identifying appropriate international universities at which to study for either part or the whole of their third Junior Honours, and the appropriateness of their choices, along with the fit with History of Art curricular requirements, are then discussed on an individual case-by-case basis. Students are then referred to the University's Go Abroad team where their cases are usually considered on a competitive basis since international student places tend to be limited.

For note:

The Review Panel invites the Subject to provide a report on progress regarding the relocation and centralisation of the School administration at a new site in Gilmorehill, by the end of May 2018. [paragraph 4.4.12]

For the attention of: The Head of Subject

Response:

HoS Dimitris Eleftheriotis, as part of a wider Project to pilot shared academic spaces, is organising the relocation and centralisation of the full SCCA Administration team to Gilmorehill Halls from four separate locations, expected in the Summer of 2018. He and the HoHoA are working closely to manage and support changes for HoA staff. Vacated administration offices and space will free up areas, some shared, to co-locate HoA staff and for a GTA 'hot-desk' in 8 University Gardens, with potential to accommodate a small number of staff from other SCCA Subject area, such as Music.