



**The Quality Assurance Agency  
for Higher Education**

## Subject Review Report

October 2000 Q13/2001

The Arts Institute at Bournemouth

Art and Design

## Reviewing the Quality of Education

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education (HE) in England and Northern Ireland from 1 October 1997 under the terms of a contract with the Higher Education Funding Council for England (HEFCE).

The purposes of subject review are: to ensure that the public funding provided is supporting education of an acceptable quality, to provide public information on that education through the publication of reports such as this one, and to provide information and insights to encourage improvements in education.

The main features of the subject review method are:

### Review against Aims and Objectives

The HE sector in England and Northern Ireland is diverse. The HEFCE funds education in over 140 institutions of HE and 75 further education (FE) colleges. These institutions vary greatly in size, subject provision, history and statement of purpose. Each has autonomy to determine its institutional mission, and its specific aims and objectives at subject level.

Subject review is carried out in relation to the subject aims and objectives set by each provider. It measures the extent to which each subject provider is successful in achieving its aims and objectives.

Readers should be cautious in making comparisons of subject providers solely on the basis of subject review outcomes. Comparisons between providers with substantively different aims and objectives would have little validity.

### Review of the Student Learning Experience and Student Achievement

Subject review examines the wide range of influences that shape the learning experiences and achievements of students. It covers the full breadth of teaching and learning activities, including: direct observation of classroom/seminar/workshop/ laboratory situations, the methods of reviewing students' work, students' work and achievements, the curriculum, staff and staff development, the application of resources (library, information technology, equipment), and student support and guidance. This range of activities is captured within a core set of six aspects of provision, each of which is graded on a four-point scale (1 to 4), in ascending order of merit.

The aspects of provision are:

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement.

### Peer Review

Reviewers are academic and professional peers in the subject. Most are members of the academic staff of UK HE institutions. Others are drawn from industry, commerce, private practice and the professions.

### Combination of Internal and External Processes

The review method has two main processes:

- Preparation by the subject provider of a self-assessment in the subject, based on the provider's own aims and objectives, and set out in the structure provided by the core set of aspects of provision.
- A three-day review visit carried out by a team of reviewers. The review team grades each of the aspects of provision to make a graded profile of the provision, and derives from that profile an overall judgement. Provided that each aspect is graded 2 or better, the quality of the education is approved.

### Published Reports

In addition to individual review reports, the QAA will publish subject overview reports at the conclusion of reviews in a subject. The subject overview reports are distributed widely to schools and FE colleges, public libraries and careers services. Both the review reports and the subject overview reports are available in hard copy and are also on the world-wide web (see back cover for details).

## Introduction

1. This Report presents the findings of a review in October 2000 of the quality of education in art and design provided by The Arts Institute at Bournemouth.

2. The Arts Institute, formerly the Bournemouth and Poole College of Art and Design, was established in 1883. It is a specialist monotechnic provider of courses in art and design. The Institute was incorporated as an FE corporation in 1993, and, at the time of the review, had received approval to transfer to the HE sector in March 2001. Of the Institute's 1,540 students 62 per cent are currently enrolled on HE programmes, which take place on a single campus on the outskirts of Bournemouth.

3. There are 859 full-time students undertaking the programmes under review, which are located in each of the Institute's four academic Schools, Art, Design, Lifelong Learning, and Media. The provision is delivered by 46 full-time equivalent (FTE) academic staff, supported by 37.04 FTE administrative and technical staff.

4. The following provision forms the basis of the review:

- BA (Hons) Graphic Design
- BA (Hons) Costume for the Screen and Stage
- BA (Hons) Integrated 3D Design
- BA (Hons) Film and Animation Production
- BA (Hons) Photography
- BA (Hons) Fine Art (years one and two only)
- BA (Hons) Modelmaking for Design & Media (years one and two only)
- BA (Hons) Arts and Event Production (years one and two only)
- BA (Hons) Illustration (year one only)
- HND Illustration (year two only)
- HND Fashion
- HND Multimedia.

5. The statistical data in this Introduction are provided by the institution itself. The aims and objectives are presented overleaf. These also are provided by the institution.

## The Aims and Objectives for Art and Design

*The aims of the courses derive from the Institute Mission Statement and its supporting principles.*

### Aims

The courses under review aim to:

1. encourage the development of creative, cognitive, technical and vocational skills appropriate to specialist study within a supportive community;
2. use a variety of learning strategies to develop powers of intellectual enquiry and visual analysis, independent judgement, critical awareness and reflection;
3. offer the conditions and support for students to develop a personal vision;
4. respond to the changing demands of the creative industries and reflect developments in contemporary practice;
5. offer students an environment in which scholarship and professional practice support the process of learning and teaching;
6. offer a curriculum in art, design and media that maximises student opportunities for practice, further study or employment on the completion of their course.

### Objectives

*For all degree courses there are common planned outcomes. On completion of their courses, students will be able to:*

1. apply knowledge from cultural and historical frameworks to inform their specialist practice;
2. work creatively and proficiently using a range of processes, techniques and media appropriate to their specialist subject;
3. apply the outcomes of research to develop their theoretical and creative work;
4. demonstrate practical ability and judgement in realising creative outcomes and their personal vision;
5. work as independent and self-reflective learners;
6. demonstrate and use personal and professional skills appropriate for their practice, further study and employment;
7. work competently, confidently and safely in their professional context.

*Additionally, there are common outcomes for courses, identifiable by level.*

*At the conclusion of Level 1, students will be able to:*

- identify their individual strengths, learning needs and learning approaches;
- demonstrate historical, theoretical and contextual awareness;
- identify and apply their transferable/common skills;
- demonstrate that they have a sound level of fundamental knowledge, technical proficiency and safe working practices;
- contribute to discussions and critiques and relate their progress and concerns to those of their peer group;
- demonstrate an understanding of the relationships between theory and practice within their specialist creative area.

*At the conclusion of Level 2, students will be able to:*

- show an increasingly self-motivated and self-reflective approach to their studies and aspirations;
- relate their creative concerns and development to an historical and contextual framework and to current practice;
- demonstrate their development in transferable/common skills;
- produce work, using appropriate media and resources, which shows technical proficiency, confidence and a developing personal vision;
- evaluate their work, and that of others, with developing awareness of its conceptual intent;
- demonstrate their ability to initiate and develop personal research informed by theory and practice.

*At the conclusion of Level 3, students will be able to:*

- demonstrate autonomy as learners and self-reflective practitioners;
- undertake personal research and be able to demonstrate a developed understanding of, and reflection upon, theoretical and practical concerns;
- confirm the attainment of transferable skills within their personal and professional development;
- produce creative work through a dialogue between theory and practice which confirms their command of a range of creative and technical abilities within their specialist practice;
- explain and evaluate their own work, and that of others, informed by awareness of contemporary practice;

- demonstrate their ability to initiate, develop and evaluate work which will prepare and qualify them for employment or postgraduate study.

All Surrey Institute of Art and Design University College (SIAD) validated degrees demonstrate their generic and specialist outcomes through the above outcomes. For the degree in Arts and Event Production, there is an additional course-specific outcome.

*For BA (Hons) Arts and Event Production, students will be able to:*

- demonstrate and apply a range of knowledge and skills from business, finance and management to the planning, organisation and promotion of arts events.

For HND courses there are also common planned outcomes, which meet Edexcel guidelines. These match those at degree courses at Levels 1 and 2. As these are vocational awards at Level 2, there is a greater emphasis on vocational skills and production. Whilst they are present, outcomes reflecting research, learner autonomy and self-reflection are less developed.

## Summary of the Review

6. The graded profile in paragraph 7 indicates the extent to which the student learning experience and achievement demonstrate that the aims and objectives set by the subject provider are being met. The tests and the criteria applied by the reviewers are these:

### Aspects of provision

1. Curriculum Design, Content and Organisation
2. Teaching, Learning and Assessment
3. Student Progression and Achievement
4. Student Support and Guidance
5. Learning Resources
6. Quality Management and Enhancement.

### Tests to be applied

To what extent do the student learning experience and student achievement, within this aspect of provision, contribute to meeting the objectives set by the subject provider?

Do the objectives set, and the level of attainment of those objectives, allow the aims set by the subject provider to be met?

### Scale points

**1**

The aims and/or objectives set by the subject provider are not met; there are major shortcomings that must be rectified.

**2**

This aspect makes an acceptable contribution to the attainment of the stated objectives, but significant improvement could be made.

The aims set by the subject provider are broadly met.

**3**

This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement.

The aims set by the subject provider are substantially met.

**4**

This aspect makes a full contribution to the attainment of the stated objectives.

The aims set by the subject provider are met.

7. The grades awarded as a result of the review are:

Aspects of provision	Grade
Curriculum Design, Content and Organisation	3
Teaching, Learning and Assessment	3
Student Progression and Achievement	4
Student Support and Guidance	4
Learning Resources	4
Quality Management and Enhancement	3

8. The quality of education in art and design at The Arts Institute at Bournemouth is **approved**.

## The Quality of Education

### Curriculum Design, Content and Organisation

9. Since 1994 the strategy of the Institute has been to develop degree courses from its extensive portfolio of HND programmes. In 2000-01 nine full-time degrees are offered, eight validated by Surrey Institute of Art and Design University College (SIAD), and one by Bournemouth University. Three of the degrees have so far produced graduates. The self-assessment document gave the impression that students on the three remaining HND programmes might be somewhat neglected as a consequence of these recent developments, but the Institute assured the reviewers that it will retain some Edexcel provision.

10. All courses are designed to ensure that, in the main, stated aims and objectives can be achieved. The unit-based structure offers limited choice, but provides a coherent experience for students, who are exposed to progressive degrees of challenge through successive levels of study. Appropriate specialist and transferable skills are effectively embedded in the curriculum.

11. While each programme has a regular structure, specialist areas of study can be developed by students selecting their own projects. Personal direction is further promoted through individual negotiated learning agreements, which are introduced as students progress through their courses. Students are also encouraged to take advantage of the potential for interdisciplinary outcomes, although examples of this being formally organised within the curriculum are limited.

12. Specialist modules are supported by a programme of Cultural and Historical Studies (CHS), which accounts for 16.5 per cent of the degree curriculum. CHS aims to provide a generic course of study and a common theoretical framework in the first year. In year two, students choose from four electives, and CHS staff supervise year three dissertations. The CHS programme aims to support the development of research and analytical skills, but the reviewers found that the content is essentially driven by art and design history, leaving the attainment of stated learning objectives dependent upon the level of critical contextualisation offered within specialist modules. Whilst this goes some way to supporting a dialogue between theory and practice, the reviewers share the perception expressed in some external examiner reports, and in some annual reviews, that it is not consistently achieved across the entire provision.

13. Professional relevance in course content is encouraged through study visits, negotiated practice and live projects, and also through work experience, which can include placements in some programmes. It is further promoted in professional practice modules and units, and by visiting specialist tutors, whose input is much appreciated by students.

14. The pace of change in recent years has put considerable pressure on course teams, but the reviewers conclude that staff resources are adequate to deliver current provision. The Institute is taking steps to generate a research culture, but it is still too soon to gauge its impact on curriculum design or content. Currency is sustained through a network of relationships with professionals, organisations and other contacts, including successful former students.

15. This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement. The aims set by the subject provider are substantially met.

Curriculum Design, Content and Organisation:  
Grade 3.

### Teaching, Learning and Assessment

16. The Institute's teaching and learning strategy is clearly described in all course handbooks, and emphasises the importance of experiential learning and increasing learner independence. It also embraces the effective articulation and delivery of transferable skills. Students express considerable satisfaction with the overall quality of their teaching, learning and assessment.

17. The reviewers observed a representative sample of 29 teaching and learning sessions, covering all programmes and levels, and most of the range of teaching methods to which students are exposed. These include practical workshops, demonstrations, lectures, seminars, group critiques and tutorials. The overall quality of teaching was good. It was generally well prepared, with clear aims and objectives, and content was current, delivered with appropriate vocational emphasis by committed and enthusiastic staff. There was a good rapport between staff and students.

18. Comprehensive written guidance underpins the students' progress towards increasing autonomy. They also have a clear understanding of the negotiated learning agreements, which are applied to some Level 2 and most Level 3 modules or units. Independent learning is further enhanced by regular informal and formal tutorial support, and by engagement in live projects, work experience and academic exchanges.

19. Assessment design is generally well matched to learning outcomes. However, subject staff need to keep the balance of workload between modules with equivalent credit ratings under review. Student critical awareness is enhanced by varying degrees of self and peer evaluation across the provision. The Institute has developed a helpful generic grading matrix for all degree courses. However, the descriptions of assessment requirements, learning outcomes, and assessment criteria associated with individual assignments are repetitive and confused one with the other. In particular, the assessment criteria stated on the assessment forms do not usually conform to the definition supplied to students in the Institute's own glossary of terms. This created a lack of clarity in two-thirds of the sample of student work considered by the reviewers. It also helps to explain the fact that nearly half the written feedback seen failed to address student achievement effectively in relation to assessment criteria. Verbal feedback, on the other hand, was said by students to be excellent.

20. The Institute requires a 20 per cent sample of assessed work on all modules or units to be double-marked. However, this policy makes no formal written provision for unseen double-marking, nor for contingencies in the event of variance between markers. Furthermore, it means that many significant pieces of final-year work are not double-marked, although major projects are usually team-marked. Over 40 per cent of the work sample scrutinised by the reviewers was considered to be over marked, and the figure was higher in the case of dissertations.

21. This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement. The aims set by the subject provider are substantially met.

Teaching, Learning and Assessment:  
Grade 3.

### **Student Progression and Achievement**

22. The demand for art and design degree programmes has risen steadily in recent years. There were 6.9 applications for each place for the current academic year, compared with 2.1 for HND courses, for which demand has been falling over the same period. Overall, student numbers have risen by 31 per cent since 1997-98.

23. Students enter with a wide range of qualifications, the most common for degree entry being the Foundation Diploma (47 per cent in 1999-2000), and for HND the BTEC National Diploma, (36 per cent in the same year). Only 7 per cent on average enter with GCE A-Levels as their main qualification. An average of 25 per cent of FE students at the Institute proceed to HE

courses, in line with a commitment to provide all-through progression. The provision as a whole reveals a reasonably even gender balance (54 per cent female in 2000-01), and 12 per cent of entrants in 1999-2000 were 25 or over. Increasing numbers of students come from the region, (40 per cent in 1999-2000), but the Institute is also attracting higher numbers of international students (7 per cent of the total student body in the current year).

24. Progression rates are good for the provision as a whole, with wastage from year one to year two averaging less than 10 per cent over the last three years. Completion rates for the cohorts exiting in 2000 (82 per cent) show a slight drop compared to the most recent three-year average of 85 per cent. Degree results show a good level of performance, with 60 per cent of students obtaining a First or Upper Second class honours degree in 2000. Students also gained recognition of their skills in a number of national competitions and festivals.

25. The overall quality of student achievement has been regularly endorsed by external examiners, and the reviewers consider that the sample of student work they scrutinised demonstrates that the aims and objectives are generally being met. In particular, students show good subject skills and strong motivation. High standards of individuality, technical skill and creative interpretation were evidenced in the work from some programmes. However, the reviewers had some reservations about the extent to which students were successfully demonstrating a developed understanding of theoretical concerns, particularly in their dissertations.

26. Destination data are impressive. Of those graduating in 1999, 82 per cent of degree students and 59 per cent of HND students gained employment on completion of their programmes, with 5 per cent and 20 per cent respectively continuing to study. The majority of BA students (70 per cent) gain employment related to the topic of their degree, whereas this is less true for HND students (51 per cent). A small proportion of students report themselves as self-employed. The employers who met the reviewers praised the technical skills, creativity and flexibility of the students who had worked for them.

27. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Progression and Achievement:  
Grade 4.

### **Student Support and Guidance**

28. The strategy for student support and guidance is predicated on maintaining a friendly and positive academic community. The Institute intends that, while



support and guidance has several points of delivery, it should be perceived by students as a single integrated system. In broad terms, a sound framework is in place and is regularly evaluated.

29. There is good practice in admissions and induction, which involve open days: information and guidance events enabling applicants to meet staff and students, and visit facilities. Students thought their initial experiences of the Institute had been handled well. An established selection process is pursued in which all shortlisted home candidates are interviewed with their portfolios. The induction processes were also regarded positively. Students receive a considerable volume of comprehensive written guidance, particularly in the initial period; staff may wish to review the extent to which some of this information could be better presented and made more user-friendly.

30. An institute-wide policy indicates students' minimal tutorial entitlement, and the reviewers saw considerable evidence that formal and informal tutorial support is readily available in art and design. Students relate for academic guidance to year tutors and module tutors, and their academic and personal development is monitored through formal records to which they make a contribution. Staff-student relations are excellent, and students consistently described staff as accessible and helpful.

31. A learning support and development strategy underpins provision for study skills. This encompasses assistance for a wide range of conditions such as dyslexia and impaired hearing and sight, and general advice on planning assignments and projects, researching and note-taking, through to drafting essays and reports. Currently, all students are screened for learning difficulties during induction, and about 60 students received learning support in 1999-2000, with high take up rates on some courses.

32. Pastoral and welfare support is provided at both institute and course level. All tutors are fully briefed about their own responsibilities and available facilities, which include the student advice centre and the Students' Union. The advice centre offers a wide range of information and guidance, including financial advice and support, counselling, the chaplaincy, medical care, student accommodation and childcare.

33. Careers information and guidance is provided through professional studies modules within courses, but also through the student advice centre and interaction with course staff, many of whom are professional practitioners. Professional studies modules typically contain: preparation for employment, personal presentation, interview techniques, portfolio

preparation and business awareness. Given the nature of much employment in art and design, former students felt a greater emphasis on freelance and self-employed work might be helpful. Monies from the HEFCE development fund for learning and teaching have facilitated the appointment of a careers officer for two days a week.

34. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Support and Guidance:  
Grade 4.

### **Learning Resources**

35. The modern buildings of the Institute are located on a single campus on the outskirts of Bournemouth, adjacent to the University. Communal and social areas have recently been improved, and the Students' Union has an agreement with the University for reciprocal use of such facilities. Teaching accommodation is of reasonable quality and is generally fit for purpose. Staff office and tutorial accommodation is now satisfactory, with problems reported in 1999-2000 having been resolved.

36. An appropriate learning resources strategy is in place, sensitive to the needs generated by programme design and delivery, and to intended learning outcomes. The strategy is implemented within a clearly defined management structure, which includes appropriate representation of students and staff. Planned academic development has been a key factor in the evolution of the strategy, and has led to a substantial recent improvement in the overall quality of resource provision. Capital and consumable budgets are managed in a transparent manner and replacement and updating programmes ensure that equipment is appropriate and current.

37. Specialist resources include accommodation originally purpose-built for the range of HND programmes, and this has been, and is being, adapted to the needs of the growing number of degree courses. The use of seminar spaces immediately adjacent to studio facilities has given rise to some concern because of noise pollution, although an improved centralised room allocation system should lead to the identification of viable alternatives. Accommodation for long-established specialisms in Graphic Design, Film and Animation, and Photography is of high quality and is equipped to professional standards.

38. Extensive information technology (IT) facilities support all courses through centralised and specialist suites, with industry-standard software throughout and a

highly effective technical support system. The student:PC ratio is currently 4.4 to 1, and students are particularly positive about the quality of help-desk support.

39. The newly-built library, incorporating a learning support centre, is an excellent facility providing a wide range of services, in which IT is fully integrated. Both book and audiovisual stock are appropriate to the needs of degree courses, with an element of enhancement for stock acquisition as each new level of a degree programme is introduced. The resources for disabled students are good within the library, as they are for those with special needs. The Design Collection, an invaluable resource for students and staff alike, is also housed here. Students are positive about most aspects of the library, including opening hours.

40. Health and safety is well managed at institutional level and responsibilities are clearly devolved throughout all areas of provision. Induction training is provided and there is a clear system for the identification of those adjudged to be competent to work independently with specific equipment. The courses are well supported by an appropriate range of administrative and technical staff, including a number of technician tutors who make a positive contribution to course delivery.

41. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Learning Resources:  
Grade 4.

### **Quality Management and Enhancement**

42. The Institute has developed an effective framework for delivering quality processes under its partnership agreements with SIAD, Bournemouth University and Edexcel. This framework regulates the operation of internal structures at course, school and service department levels. Quality assurance systems are well articulated in staff handbooks and student guides, which identify clear operational requirements for the annual course monitoring cycle.

43. External examiners make a full contribution to the process of setting and maintaining standards. They normally meet students and they receive copies of the Annual Course Monitoring Reports (ACMR), in which their comments are usually fully addressed. However, there is little evidence of formal external input, such as from employers, in the development of the curriculum. Although external advice is sought, particularly from other institutions, there is little evidence of response.

44. Student engagement with the monitoring and evaluation process takes place in a wide variety of contexts. These include formal representation on course

and School boards, institute-wide surveys of student opinion, module feedback, Quality Circle meetings, special topic groups, annual meetings with Directors of School, and informally throughout the year. Students feel that their views are properly represented and acted upon, and particularly value the engagement at course board level.

45. The ACMR cycle is generally handled well, with summaries of issues and actions presented at school and institute levels, and considerable evidence of quality enhancement. However, the use of management information has been handicapped by the time required to introduce new systems that are more responsive to internal reporting needs. Furthermore, the reviewers perceive that some issues recur over several reporting cycles, and that there are gaps in the completeness with which significant matters are resolved, for example those relating to assessment. Ownership of quality systems at local level is not yet as fully embedded as it might be.

46. There are efficient procedures for the induction of new full-time staff, with both formal and informal support processes in place. The Institute offers a City and Guilds teacher training course, on which inexperienced staff are given places. Temporary and hourly-paid staff are supported through more informal methods. Peer review of teaching has been introduced, but could be more usefully developed by means of more effective formal mechanisms for the dissemination of best practice.

47. The Institute has developed a clear set of staff development priorities, including the acquisition by staff of teaching qualifications, postgraduate study, and professional updating. Recent staff development programmes have included well-attended sessions concentrating on aspects of teaching, learning and assessment. The Institute is also in the early stages of developing an appropriate research culture.

48. The self-assessment document offers a reasonably comprehensive description of relatively extensive provision. It is professionally presented, articulate, and contains accessible data. However, the statement of aims and objectives for the provision would have benefited from a clearer exposition of the extent of commonality and difference between HND and degree programmes. Furthermore, the inclusion of more student and external comment could have stimulated a more sustained critical appraisal of the programmes under review.

49. This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement. The aims set by the subject provider are substantially met.

Quality Management and Enhancement:  
Grade 3.

## Conclusions

50. The quality of education in art and design at The Arts Institute at Bournemouth is approved. All aspects make at least a substantial contribution to the attainment of the stated objectives and the aims are at least substantially met. The reviewers come to this conclusion, based upon the review visit together with an analysis of the self-assessment and additional data provided.

51. The positive features of the education in art and design in relation to the aspects of provision include the following:

- a. All programmes offer a coherent experience for students, who are exposed to progressive degrees of challenge through successive levels of study (paragraph 10).
  - b. Professional relevance in course content is effectively promoted in a number of ways (paragraph 13).
  - c. The overall quality of teaching is good, and staff are committed and enthusiastic (paragraph 17).
  - d. A range of mechanisms exist to ensure that the aim of enabling students to become independent learners is successfully achieved (paragraph 18).
  - e. Demand for art and design degree programmes has risen steadily in recent years (paragraph 22).
  - f. Progression rates are high, and degree results show a good level of performance (paragraph 24).
  - g. Destination data are impressive, with over 80 per cent of students on average going into employment on graduation, or on to further study (paragraph 26).
  - h. There is an effective strategy for student support and guidance, which is regularly evaluated (paragraph 28).
  - i. There is good practice in admissions and induction (paragraph 29).
  - j. Staff-student relations are excellent, and students regard staff as accessible and helpful (paragraph 30).
  - k. An appropriate learning resources strategy has produced a substantial improvement in the overall quality of resource provision in recent years (paragraph 36).
  - l. Accommodation for long-established specialisms is of high quality, and is equipped to a professional level (paragraph 37).
  - m. The newly-built library is an excellent facility (paragraph 39).
  - n. Students feel their views are properly represented and acted upon (paragraph 44).
- o. The Institute has a clear set of staff development priorities, including the acquisition by staff of teaching qualifications, postgraduate study, and professional updating (paragraph 47).
52. The quality of education in could be improved by addressing the following issues:
- a. The design and content of Cultural and Historical Studies do not allow objectives relating to theoretical understanding and the dialogue between theory and practice to be met in all programmes (paragraph 12).
  - b. There are a number of elements of assessment policy and practice which need to be urgently reviewed (paragraphs 19; 20).
  - c. The reviewers perceive that some quality issues recur over several annual monitoring cycles, and that there are gaps in the completeness with which some important matters are reviewed (paragraph 45).