STUDENT ASSESSMENT OF MODULES AND TEACHING 2016-17
REPORT TO SSLC AND ANNUAL MONITORING COMMITTEES

DEPARTMENT/TEACHING UNIT: School of Philosophy and Art History

UNDERGRADUATE POSTGRADUATE ☑ (tick as applicable)

1. Method(s) of Assessment

A uniform, School-wide questionnaire was employed that was designed with student input in 2015-6.

2. Outcomes of the Process

Overall, the scores indicate a high level of student satisfaction with PG modules in Art History and Philosophy. The School’s average was a 4.3 average for the overall excellence of the modules and global index – comparable to previous years. Among the PG modules, the average is probably higher (but no disaggregated data is available).

There were several very highly rated modules in both Art History and Philosophy: AR937 taught by Matt Lodder (4.8 for overall excellence of the module); AR940 taught by Diana Presciutti (4.8 for teaching and 4.7 for overall excellence of the module); PY942 taught by Ana Bilbao (4.8 for teaching and 4.7 for overall excellence of the module); PY933 taught by Timo Jütten (4.8 for teaching); PY500-7 taught by Fiona Hughes (perfect 5 for overall excellence of the module and 4.8 for the global index); PY949 taught by Pavel Reichl (perfect 5 for overall excellence of the module and 4.9 for teaching); and PY951 taught by Béatrice Han-Pile (perfect 5s for teaching and overall excellence of the module, along with very high 4s in the other categories).

Unfortunately, three modules scored below the threshold of 4 that triggers particular scrutiny in our School:

1. AR912 with 2.9 on the global index and sub-4 scores on all questions. The main issues seem to have been with the organisational side of this somewhat unusual module and in communicating effectively and clearly with students. The module supervisor is aware of this and address it in 2017-8.

2. AR915 with 3.9 on the overall excellence of the module (but scores of 4 or above for other questions). This module had a larger enrolment than in previous years and the teaching space and nature of the module does not lend itself well to bigger groups. As a quite demanding module, non-attendance has a bigger impact than it typically has with other modules. Illness and personal circumstances also affected the teacher’s performance. The module will have a tighter focus in 2017-8 and more guidance will be available and at an earlier point. The module teacher will be freed up from other work commitments and will be able to concentrate more on this module.

3. PY952 with 3.8 on the overall excellence of the module (but scores of 4 or above for other questions). This seems to have been a case of diverging expectations by some students who had hoped for a more general introduction to the Frankfurt School than a text-focused module. The specific focus will change and be made clearer next year and more contextualisation will be offered. Also, PY948 will offer a more general introduction to Critical Theory.

3. Action

Action 1: to review of modules noted above as having a sub-4 scores for the global average or overall excellence, and implement revisions for 2017-8. As part of this, to share good practice to improve the education experience (and scores) even further.

4. General Comments

N/A.

Head of School’s Signature: (Prof. Fabian Freyenhagen)
Date: 03/07/17