



Promoting higher quality

**The Quality Assurance Agency
for Higher Education**

Subject Review Report

October 2000 Q35/2001

University of Nottingham

Archaeology

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 archaeology provided by the University of Nottingham.
2. The University of Nottingham was established in 1881 as a University College and gained its full university charter in 1948. The main buildings of the University are situated in a parkland campus about three miles from the city centre. A further 30-acre campus is located at Sutton Bonington, 10 miles from the main campus. This was formerly the Midlands Agriculture and Dairy College, which became part of the University College in 1947. An additional campus has recently been opened within half a mile of the main campus on an inner urban site. The University has 16,086 full-time and 6,407 part-time students reading for undergraduate degrees, and 4,364 postgraduate students.
3. The Department of Archaeology is part of the School of Humanities, which is in the Faculty of Arts. In 2000-01, there were 115 full-time equivalent students and eight full-time and one part-time academic staff in the Department.
4. The following provision forms the basis of the review:
Single subject programmes:
 - BA (Hons) Archaeology
 - MA Archaeology
 - MA Roman Archaeology
 - MA Archaeological Research
 - MA Medieval Archaeology
 - MA Archaeological Materials
 - MSc Archaeological Materials.Joint and combined programmes:
 - BA (Hons) Archaeology and Ancient History
 - BA (Hons) Archaeology and Classical Civilisation
 - BA (Hons) Archaeology and History
 - BA (Hons) Archaeology and English Language
 - BA (Hons) Archaeology and Geography.
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 Archaeology

Aims

The educational aims of the University, as described in the current University Plan, include:

- to provide students with a learning environment and teaching of the highest quality;
- to contribute to scholarship, understanding, invention and knowledge transfer;
- to produce graduates of high academic calibre who have skills relevant to employment;

Within this framework, the Department of Archaeology has its own aims and objectives.

The educational aims of the Department are:

- to provide high-quality teaching through a variety of teaching and learning methods, and encourage learning within a supportive and well-provisioned environment;
- to provide a varied range of undergraduate and postgraduate degree programmes for well-qualified entrants;
- to provide students on all Department degree programmes with a broad, flexible and challenging modern curriculum which will help to develop their understanding of archaeology;
- to provide students with specific knowledge per se and also, acknowledging the wide variety of careers that archaeology graduates enter, to develop key skills;
- to encourage students to take responsibility for aspects of their own learning and development, especially in individual and team project work;
- to provide an understanding of archaeology for students from non-archaeological disciplines as a contribution to broadening their learning experience while being relevant and responsive to their needs;
- to involve students in primary original research carried out within the Department, thereby deepening their understanding of how advances in knowledge and technique improve our knowledge of the past.

Objectives

The Department's overall objectives are that, on completion of the undergraduate programmes, students should have:

- gained a broad knowledge of archaeological techniques, and have displayed an understanding of archaeological topics in a variety of periods and geographical areas;
- gained practical experience of archaeological techniques in the field, or laboratory, or museum, as well as an understanding of archaeological theory and historical advances in methodology;
- developed basic information technology (IT) skills;
- developed the ability to evaluate evidence of different types and variable quality, think logically and critically, and reach balanced conclusions;
- developed key presentation skills associated with the above, including the production of clearly written and well presented essays, in some cases, verbal reports, and an ability to work independently and to a deadline;
- the ability to process and organise data in the context of lectures, seminar/tutorial discussions and, practical sessions;
- developed the ability to work as part of a team in the resolution of practical and academic problems.

In addition, single honours archaeology graduates should have:

- developed basic skills in technical drawing of objects, in photography and draughtsmanship, applied to archaeological sites and monuments;
- expertise in research methods and IT skills, including use of statistical packages, graphics and database applications;
- gained expertise in the application of research methods through writing substantial individually-supervised dissertations.

In the MA Archaeology programme, students should have:

- acquired knowledge and skills in archaeology, having previously studied another discipline at undergraduate level;

or

- developed and been able to apply knowledge and skills in an area of archaeology which they have not studied at undergraduate level;
- acquired skills in archaeology necessary for postgraduate research.

In the MA Roman Archaeology programme, students should have:

- achieved an in-depth study of selected topics in Roman archaeology;

- achieved a knowledge of aspects of Roman archaeology at a significantly higher level than that of undergraduates;
- acquired skills in archaeology necessary for postgraduate research.

In the MA Archaeological Research programme, students should have:

- developed subject-specific skills in order to conduct advanced research in archaeology;
- produced a substantially more developed dissertation than that expected from other masters courses provided by the Department;
- deepened their understanding of their chosen areas of archaeology in order to pursue research at a higher level.

In the MA Medieval Archaeology programme, students should have:

- gained an understanding of archaeological techniques and their relevance to research into the medieval period;
- acquired an understanding of the contribution archaeology has made to medieval studies;
- acquired skills in archaeology necessary for postgraduate research;
- the understanding of how to formulate a research design in medieval archaeology and how to implement it.

In the MA and MSc Archaeological Materials programmes, students should have:

- gained an understanding of the links between science and archaeology;
- gained an understanding of time-depth and continuity in the development of ancient technologies;
- developed the ability to construct a project in archaeological materials in which they select appropriate materials and techniques to answer archaeological, technological and/or scientific questions;
- gained a basic understanding of scientific techniques applied to archaeological materials;
- developed the ability to assess critically, research in archaeological materials.

The principal objectives for teaching subsidiary students are that they have:

- understood the key issues and techniques identified in the module descriptions in the module catalogue.

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 | 4 |
| Teaching, Learning and Assessment | 3 |
| Student Progression and Achievement | 4 |
| Student Support and Guidance | 4 |
| Learning Resources | 3 |
| Quality Management and Enhancement | 3 |

8. The quality of education in archaeology at the University of Nottingham is **approved**.

The Quality of Education

Curriculum Design, Content and Organisation

9. The Department offers a range of undergraduate and postgraduate programmes that contain appropriate core modules and relevant specialist options. In keeping with the aims and objectives of the provision, students are enabled to recognise the importance of acquiring broad and practical knowledge of archaeological techniques, to acquire an understanding of topics relating to various periods and areas of archaeology, and to develop critical abilities in evaluating evidence. The programmes are attractive to students.

10. In the single honours BA Archaeology, within the modular framework there is generally clear coherence and progression, with the basis of core knowledge and skills established in year one, and more advanced and subject-specific skills developed in the later part of the degree. In addition to subject-specific modules in archaeology, students may take subsidiary modules in the associated Department of Classics or in other departments. All students gain experience of archaeological fieldwork or equivalent practical study. A set of core modules fulfils the aim of developing key skills, with emphasis on IT, delivery of presentations and archaeological techniques. Students' capacity for working independently and for organising and processing data is also developed.

11. Joint honours students benefit from flexibility in their degrees, which allows them to take a broad range of modules while retaining the opportunity to write a dissertation if they wish. The reviewers feel that some increase in the component of mandatory skills training is desirable to ensure satisfactory learning outcomes for all possible pathways.

12. The reviewers confirm the view of external examiners that across programmes the undergraduate curriculum offers a broad range of options, each programme making up an integrated whole and striking a good balance between breadth and depth.

13. The masters programmes allow students progressing from first degrees in archaeology, or other subjects, the opportunity to acquire in-depth knowledge of selected areas of archaeology, including skills necessary for postgraduate research. Learning programmes are well tailored to a range of individual interests, for example Roman archaeology or archaeological materials.

14. All programmes are designed to develop, in a progressive way, subject-specific knowledge, practical skills and transferable skills. In keeping with stated objectives, the development of transferable skills is woven into the framework in an integrated way.

15. The University's aims are well represented in the design of all the programmes. The extensive research interests of staff ensure that the content of the curriculum is up to date. It would, however, be useful for employers' views to play a greater role in curriculum development in order to reflect the wide variety of careers that archaeology graduates enter. The reviewers also encourage an increased emphasis to be placed on contemporary theoretical concerns.

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

Curriculum Design, Content and Organisation:
Grade 4.

Teaching, Learning and Assessment

17. The Department's teaching and learning strategy is based on lecture programmes, consolidated by seminars, laboratory sessions, small-group tutorials, fieldwork and field visits, thus fulfilling the aim of using a variety of methods.

18. The reviewers observed 11 teaching and learning sessions, including lectures, seminars, tutorials and practical work ranging across all levels. A clear majority of these sessions were highly successful. Traditional lectures were augmented by interactive seminars, tutorials and practical work which involved commendably high levels of student participation and were indicative of useful student learning. Undergraduates expressed enthusiasm for the eight weeks of fieldwork which, although not assessed, served to develop insight and widen perspective. The Department's aim of providing high-quality teaching was in general met, with excellence evident in some cases.

19. Aims and objectives and learning outcomes are clearly set for most modules. The reviewers sampled a range of students' work, including examinations, essays, dissertations, portfolios, oral-presentation material and a video of fieldwork. These indicate that learning objectives are being largely met. The Department has recently developed a potentially effective skills matrix, but students were not totally familiar with it and did not appreciate its uses. The reviewers agree with the Department in believing that this will greatly contribute to the standardisation and identification of subject skills, practical professional skills and key analytical skills across the provision, in addition to representing their relative values to students.

20. The Department seeks to provide, fair, clearly defined, transparent and auditable assessment strategies. There is some inconsistency between assessment levels, contact time and credits within postgraduate modules, with 15-credit modules requiring work ranging between 3,000 and 6,000 word totals and 30-credit modules between 5,000 and 10,000. The Department indicated that such unevenness should have been addressed in February 1999, but little evidence of action was found in October 2000.

21. The postgraduate and undergraduate essay-marking criteria are clearly helpful to both staff and students, although the use of similar criteria in the marking of examinations is, on a few occasions, less convincingly useful; criteria for work assessed below 40 per cent are generally not clearly stated. Word limits are stated for all assignments, but the penalties for excessive length are settled by each module convenor. Assessment criteria for oral presentations are being developed. The use, on rare occasions, of postgraduates for assessment of essays and presentations is questioned, especially in the light of delays in providing appropriate training. Feedback, although variable in quality or quantity, is greatly assisted by the use of regularised forms.

22. 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

23. The Department receives a large number of applications in relation to available undergraduate places: between 250 and 290 each year for single honours, and between 280 and 375 for joint honours in each of the last three years. Disregarding an unusually high number of joint honours applicants in 1999, numbers of applications have remained steady. This has led to an initial admission of 25 or 26 students for single honours and between 19 and 26 for joint honours; competition for places is therefore strong, with average GCE A-Level points scores of 23 to 26. Almost all students are under 21 and virtually all are home students; a few are studying part-time. Numbers of male and female students are roughly equal. At postgraduate level, numbers are small, with two or three taught masters students each year; a larger number have enrolled in 2000. Some of these students are mature and study part-time, and a small number come from overseas.

24. Over the last four years, 95 undergraduate students have graduated within three years, with a few more graduating beyond that time. Of the original cohorts

and, excluding transfers out, typically 80 per cent of students graduate in archaeology. Numbers transferring out from the single honours course are very few; approximately 20 per cent of joint honours cohorts transfer out. There are small but consistent numbers of withdrawals in year one and a few more in years two and three.

25. Typically, 80 per cent of single honours students obtain First or Upper Second class honours degrees; no Third class or Pass degrees were awarded in the last two years. By contrast, over the last three years, only one out of 37 joint honours students has achieved a First class degree; one Third class was awarded in 1999. This gives rise to concern that these students are facing additional hurdles not placed before single honours students. The Department is aware of this inequality, which it attributes to the fact that joint honours students do better in archaeology than in their joint subject, which tends to disadvantage them; statistics examined by the reviewers lend some support to this hypothesis, but the evidence is not completely conclusive.

26. External examiners' reports are consistently positive about the level of attainment of students and the standards of assessment; a number of dissertations, including some which have been submitted for publication, were particularly praised. The reviewers confirm that the level of achievement is generally good and that the Department is achieving its aim to impart a high level of subject-specific knowledge as well as analytical and cognitive skills.

27. Employment statistics are incomplete but indicate that graduates have a good record in finding work or undertaking further study. A proportion of graduates (less than 10 per cent) directly enter employment professionally within archaeology. Graduates attribute this success to the practical nature of the course, which equips them with both relevant vocational skills and a range of transferable skills.

28. 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

29. Responsibility for student support and guidance is divided between services provided centrally at university level and provision made specifically in the Department. The division between these areas of responsibility is clearly understood by staff and students, and there is evidence of good communication between those with responsibilities at different levels within the institution.

30. New students experience an induction week, partly at university and partly at departmental level, which gives them a wide range of information. Student handbooks, both undergraduate and postgraduate, are clearly written and comprehensive. Course and module documentation sets out clearly what is required of students. Communication with students is generally through the notice-boards and pigeonholes in the Department, although email is becoming common for this purpose. Students felt that there were no problems about communication. Although attendance at lectures is not compulsory, class registers are usually kept and absences followed up.

31. The Department operates a personal tutor system for all single and joint honours students. Students reported that they had regular meetings with their tutors. The absence of female staff is not regarded as a problem by female students. Students regard personal tutors as effective and sympathetic. The friendly atmosphere of the Department and the approachability of the staff are undoubtedly great assets. The University is in the process of introducing personal academic records; the Department is well placed to provide this additional layer of support to students.

32. The University provides an impressive range of professionally staffed support services, including health care, counselling, chaplaincy, study support and careers advice. The Students' Union also plays an important role in student welfare. The facilities offered by these services are advertised in a range of ways and students are fully aware of the support available to them. Those providing pastoral support within the Department are supplied with up-to-date information that enables them to give appropriately informed advice, and to indicate where professional help may be sought. The Learning Support Unit, in partnership with the Department, has been extremely successful in recognising students' problems in the area of special learning difficulties (dyslexia), and in providing effective support. The procedures in place within the Department for dealing with such students are impressive.

33. The Careers Advisory Service (CAS), in conjunction with the departmental careers officer, provides advice to all students, and targeted guidance for those seeking specific careers. The CAS has identified particular cognitive skills associated with archaeology students and can use this knowledge to inform their advice.

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 aim of the Department to provide high-quality teaching and to encourage learning within a supportive and well-provisioned environment is not fully met. Although individual staff members have designed mechanisms to optimise resources, such as the capping of modules or the repeating of individual sessions, the absence of a clearly documented departmental strategy reduces the Department's ability to fully attain its stated objectives of providing a well-provisioned learning environment.

36. The Department is close to the main Hallward Library, with access to other university libraries, such as the Science Library. There is clear evidence of the process of identifying necessary resources for the library through liaison between the library and the Department. The library has long opening hours and provides a friendly environment for effective learning. The provision of journals and texts substantially supports undergraduate teaching and learning, but there is some shortage of books in the short-term loan collection and little staff use of the lecturers' copies collection. Students' opinions as indicated through student evaluation of modules questionnaires indicate that, for a minority of modules, the library resources do not fully support the module, and reading lists in the library are not always completely matched to the provision. However, in many instances, lecturers loan texts to enhance the supply to students.

37. The Department has a range of scientific facilities which can be employed in teaching, including a scanning electron microscope, metallurgical microscope, XRF spectrometer and resistance meter. It also has its own minibus and excavation equipment, including a recently obtained camcorder for recording field studies and experiments. The Department has mechanisms for equipment replacement and purchase, but a clear departmental strategy for enhancing and maintaining teaching and learning equipment is not completely developed.

38. There are excellent up-to-date IT resources across the University, including a modern computer room with 18 terminals in the Department, and similar facilities are readily available in the Hallward Library. The library also has a computer training room. Specialist facilities such as scanners, digitisers and graphics printers are also available. Students' rooms have on-line facilities available for an annual fee.

39. The Department has access to well-equipped lecture and teaching rooms, both in its own building and nearby in the Law and Social Sciences and Trent buildings. Most staff offices include facilities for small-group teaching. The departmental seminar room is

well equipped with visual aids. The space within the Department for laboratory, practical and independent learning is somewhat restricted. Projected development of laboratory facilities and recently planned changes in the siting of lecture rooms are examples of areas where resources are being developed. Common rooms in the Department and the library provide appropriate social facilities. The self-assessment evaluates past or potential shortcomings in space resources and provision of library textbooks, and these have been partially addressed.

40. 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.

Learning Resources:
Grade 3.

Quality Management and Enhancement

41. The University has a well-developed quality management system, which is thoroughly documented in an on-line quality manual available to staff and students. Prime responsibility for the institutional management of quality and levels in teaching and learning rests with the Teaching Committee, a sub-committee of the Senate chaired by the Pro-Vice-Chancellor (Staffing, Quality and Standards). This Committee is advised on policy issues by the Undergraduate and Postgraduate Studies committees; a sub-committee, the Teaching Quality Assurance Committee, deals with quality assurance and monitoring. Responsibility for quality matters in the Department of Archaeology rests with the Head of School of Humanities, although in practice, much is devolved to the Head of Department.

42. Quality assurance is implemented by internal quality audit, external examiners' reports, five-yearly course reviews and more frequent partial course reviews. Annual reviews of modules have recently been introduced and the methodology for these is now being enhanced. Student opinion is gathered from general surveys and specific evaluations.

43. Student evaluation of modules is required, but is optional for courses. It is the University's policy that the results of all such reviews and monitoring procedures should be fed back to those providing the input. Student evaluation of teaching informs quality enhancement through the staff appraisal process. Student opinion is regularly sought, but students are not always aware of the result of such input, especially in module reviews.

44. The reviewers observed a number of examples of good practice in the Department's implementation of the University's and School's quality assurance

procedures: for instance, comments made in external examiners' reports are discussed and acted on. Nevertheless, performance in this general area is patchy. Some departmental procedures are not formally or patently documented in a way that ensures that all staff members are aware of them. For example, this has led to inconsistency in procedures such as course review. In addition, the documentation of specific items along relevant pathways is not always adequate: for instance, poorly worded and incomplete minutes make the tracking of decisions difficult.

45. Quality enhancement through staff development and appraisal is substantial. New staff members are required to undergo induction training followed by a period of mentoring by a senior colleague. There is a system of regular peer observation of teaching. Student evaluation of teaching is carried out according to the University's quality manual, and staff members regularly receive notification of their ratings together with averages in the University and School for comparison. Staff appraisal is active and includes consideration of student evaluation of teaching, peer observation of teaching and review of taught modules.

46. The Department encourages participation in staff development events and expects staff members to devote at least two days each year to these events, where attendance is monitored. It initiates group-training events designed to meet perceived needs and recruits appropriate professional support for these. The University's staff development officer acts as a conduit for disseminating knowledge of best practice and this has led to identifiable innovations in teaching and learning.

47. The self-assessment is informative and in part self-evaluative, but is predominantly descriptive rather than analytical. Nevertheless, it provided a useful starting point for the review visit.

48. 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

49. The quality of education in archaeology at the University of Nottingham 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.

50. The positive features of the education in archaeology in relation to the aspects of provision include the following:

- a. The range of undergraduate and postgraduate programmes offered; the flexibility of choice afforded to students within programmes, especially within the joint honours programmes; and the considerable emphasis in the curriculum on practical work and fieldwork (paragraphs 9 to 13).
- b. The generally high quality of teaching, in which a range of methods is used; the high level of active student participation and interactive discussion in small-group teaching; and the recent development of the skills matrix (paragraphs 17 to 19).
- c. The satisfactory progression of the majority of students; the general level of student achievement and, in particular, the high quality of the best dissertations; and the good record of graduates in gaining employment (paragraphs 24 to 27).
- d. The comprehensive range of professional support services provided by the University; the clearly written and comprehensive student handbooks; and the effectiveness of the Department's personal tutor system (paragraphs 30 to 32).
- e. The Department's scientific facilities and capital equipment, which are well provided in proportion to the Department's size; and the accessible and plentiful provision made for information technology (paragraphs 37; 38).
- f. The robust institutional system for quality management and enhancement, which is widely and openly available on-line; the responses made to external examiners' reports and the consequent actions taken; and the emphasis the Department places on staff development (paragraphs 41; 44; 46).

51. The quality of education in archaeology could be improved by addressing the following issues:

- a. The need to improve and standardise the procedures which relate to assessment (paragraphs 20; 21).
- b. The need for a clearly documented strategy for managing resources within the Department and for ensuring that reading materials are readily available (paragraphs 35; 36).
- c. The need to consolidate on the Department's implementation of the University's quality assurance and management system and to improve on the documentation which demonstrates how quality management matters have been considered and undertaken at departmental level (paragraphs 43; 44).