



Departmental Learning and Teaching Strategies: Guidance for Drafters

1 Introduction

All UCL departments which offer undergraduate or master's degree programmes are required to produce a departmental learning and teaching strategy, which is subject to review at regular intervals.

The Departmental Learning and Teaching Strategy (DLTS) template provides a framework for that document which aims:

- To stimulate reflection and to encourage departments to produce an 'individual' document that accurately reflects their own circumstances;
- To support departments to produce documents which are aligned with institutional strategies;
- To provide Faculties with the information required to produce an overarching Faculty strategy for teaching and learning which takes account of the needs and strengths of constituent departments.

It is hoped that departments will be able to 'recycle' the text they produce using this template in a number of different contexts, including bids, annual monitoring statements, and other public texts.

We refer to 'departments' throughout for the sake of brevity - but please substitute 'division' / 'PGI' / programme committee or other term if you are developing a strategy for a different organisational group.

2 Developing a Departmental Learning and Teaching Strategy (DLTS)

Drafters are strongly encouraged to work collaboratively on the development of the DLTS. Although an individual or small group may be given the responsibility for producing the final version of the document, it is important that the drafter has the opportunity to incorporate a range of opinions as to how the department might seek to enhance and develop its teaching provision over the period covered by the strategy. All staff within the department should be aware of the DLTS and recognise it as relevant to their own teaching activity.

Strategies should be formally discussed and approved by departmental teaching committees (or a similar body) before submission to the Vice-Provost (Education).

3 The template

Stage 1: the 'narrative' or vision

This section of the strategy is intended to give drafters an opportunity to make a strategic statement about what their department/ unit/ PGI/ programme stands for. The statement should briefly summarise where the department hopes to direct its efforts over the next few years in support of its teaching programme, and outline the strategic thinking behind this plan. This section of the strategy may lend itself to use in other contexts to communicate the department's approach to teaching to external audiences, including prospective students.

Stage 2: the interplay between the department and the institution

Stage 2 works through various strategic issues relating to teaching and learning in a more systematic way. Questions are provided for the drafter to address and guidance notes are provided. This section is an opportunity for drafters to go into

detail about the various factors which influence their department's teaching strategy, and to locate their strategy in a broader UCL context. It is also intended to prompt evaluation of their departments' strengths and weaknesses, and for consideration of how the latter, in particular, might be addressed.

This section of the DLTS should additionally be considered an opportunity for departments to communicate both their successes and the challenges that they are facing on teaching issues directly to UCL's senior management. The contents of Departmental Learning and Teaching Strategy documents were used in 2010 to inform the development of UCL's Institutional Teaching and Learning Strategy, and will be used in future to ensure that investment in teaching and learning is targeted appropriately. DLTSs are also regarded as key sources of information about exemplary teaching practice across the university and highlight departmental expertise on areas of strategic importance for UCL.

4 Further information

The Centre for the Advancement of Learning and Teaching is able to provide support to departments as they plan their learning and teaching strategies.

This support can be tailored to a department's circumstances, but might include:

- Work with key staff to scope the content of departmental documents
- Workshops to inform debate and discussion about possible key issues in the strategies
- Facilitating the shared ownership of the development of DLTS documents in departments
- In the longer term, assistance with workshops and consultancy to ensure that strategies are implemented

To discuss the support available for the production of these strategy documents, please contact the CALT Teaching Fellows associated with your School:

BEAMS: Jason Davies (j.p.davies@ucl.ac.uk)
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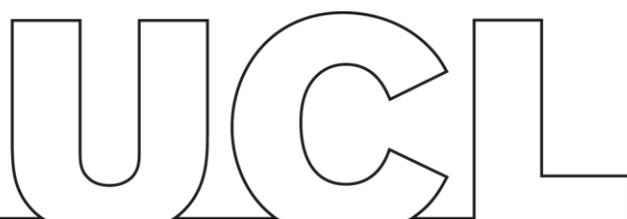
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5 Timeline

Departments should complete their Departmental Learning and Teaching Strategies by **1 March 2012**.

Final documents should be submitted to Clare Goudy (c.goudy@ucl.ac.uk) in the Vice-Provost (Education)'s office and to the relevant Faculty Tutor.



Teaching and Learning Strategy for Anthropology

2011-15

Stage 1: the 'narrative' or vision

What does the department stand for? What does it want to achieve? What is it going to do meet its objectives?

Drafters may wish to look first at the questions below and use them as 'prompts' or suggestions for the kind of things they might wish to include in their statement – but this element of the strategy is intended to be as 'individual' as possible: a chance for the department to present its vision in its own words.

Anthropology has been described as the most scientific of the Humanities and the most humanistic of the Sciences. This description captures the diversity of research pursued in the UCL Anthropology department where areas of staff expertise include: palaeoanthropology, primatology, human ecology, medical anthropology, material culture studies (including museum studies and anthropology of art), ethnographic film and social anthropological work on subjects such as ethnicity, politics and religion in contemporary world societies. The department is one of only a few Anthropology departments in the UK offering broad-based anthropological teaching in Biological, Material Culture and Social Anthropology and received very high ratings in the last RAE exercise

The department's goal is continually to strengthen this broad-based approach by promoting the highest quality of research in each subfield, developing new areas of research, new synergies between sub-disciplines, and exploring new approaches to the study of human life. This research-led environment informs teaching at all levels, and contributes to the development of student research projects.

Four different weekly seminars (Biological, Medical, Social, Material Culture) sustain a vital research culture. Members of staff and post-graduate students interact and discuss emerging ideas in the context of these seminar series along with a number of active and evolving research and reading groups. Post-graduate applicants recognize this vitality and elect to study at UCL Anthropology in increasing numbers to the point where UCL Anthropology is one of the largest centres in the world for PhD training in Anthropology.

The department is now housed in attractive and well-equipped accommodation, with state-of-the-art resources for palaeo-anthropology, ethnographic artefacts, audio-visual and other teaching. We have recently installed a digital lab as an essential contribution to our new Digital Anthropology MSc. This building offers an excellent teaching and learning environment that could help maintain the high quality and large number of undergraduate and postgraduate students' applications in

past years. Student common-rooms facilitate productive exchanges between undergraduates and postgraduates. The diverse resources available at UCL and nearby in London (e.g. British Museum, British Library) make UCL an appealing destination for students at all levels.

The basic philosophy behind the Anthropology Department's approach to teaching and learning is that all its staff are professionals, enthusiastic about their subject and committed to finding good and appropriate ways of conveying that enthusiasm and teaching students – having all gone through a long apprenticeship of being taught themselves. Although certain core principles about assessments and feedback need to be adhered to, the department encourages all staff to develop their own ways of delivering their teaching, building on their experience elsewhere in the UK and the world, and developing out of their professional contacts and research. The diversity of the sub-disciplines and subject matters mean that a wide variety of teaching and assessment approaches are used and will continue to be fostered and there is strong respect for individuality in teaching style.

We foster continuity between past, present and future students and staff through a series of different alumni events and features. These include a regularly up-dated website with news and videos. A departmental newsletter was recently launched and is proving a successful avenue through which to alert past and present students of our activities. The scope of this newsletter will be extended over the next few years. The website and newsletter allow prospective and past students to gain a sense of the diverse professions that an anthropology degree leads to, as well as generating a community of UCL anthropologists. The alumni network is also a possible base from which future funding may be sourced for our new fellowship programme.

Stage 2: the department in context

1 Strategic Environment

a) What external factors influence the design and delivery of the department's teaching programmes?

This question encourages drafters to discuss those factors which are currently driving the department's strategy on teaching and learning. Drafters may wish to consider any or all of the following in responding to this question:

- * *Changes in school curricula and in the skills / knowledge base of the student cohort on entry*
- * *Changes in the department's student profile (international student numbers; WP students etc.)*
- * *Developments in the discipline more broadly*
- * *The need to respond to innovation elsewhere in the sector*
- * *Student expectations of the programme and of the subject*
- * *The requirements / expectations of professional and accrediting bodies*
- * *The ways in which collaboration with overseas institutions may impact upon ideas about teaching and learning*
- * *Funding issues and the need to generate income to support teaching activity*
- * *Any additional issues as determined by the department's context*

In responding to this question, drafters should comment on both the undergraduate and the graduate teaching that they offer.

Undergraduates

Anthropology has recently become an A level subject (two UCL staff were on the committee which designed the A level) but it is not widely taught, so prospective students must somehow learn about the subject and decide to apply. Anthropology enjoys a good public profile as a profession offering travel, adventure and the chance to make a difference by working in areas such as international aid, development and medical relief. Interest in the subject is stimulated via television and other documentary reports on small-scale societies, human evolution and archaeology. Prospective students learn about UCL Anthropology by word of mouth, and directly from the department's website. Undergraduate applications rose year on year until 2010 but have dropped somewhat in the last couple of years. The department admits approximately 20-25% of applicants, with A-level offers in the range of AAB/ABB. We prefer students with a combination of arts and

science at A-level since this is the best preparation for our broad based degree programme. Our intake quota has been increased for 2012 entry but we are uncertain about our ability to fill these places with AAB students. One problem is that EU students (not A-Level or IB) are judged under the ABB criteria, regardless of their quality; we get a considerable number of high calibre EU applicants and we will have difficult decisions between good EU students and widening participation students.

UCL Anthropology has two types of competitors for undergraduate students: there are degree programmes offering similar broad based Anthropology programmes which integrate Social and Biological Anthropology and those which just offer Social Anthropology. In the former category our main competitors are Durham and Cambridge (and to a lesser degree Oxford which just offers Anthropology and Archaeology with small intake of 24 students) and in the latter category our main competitors are LSE, SOAS and Manchester. Our programme is broadly similar to that of Durham (intake 75-80 students including overseas) and Cambridge although the inclusion of our thriving material culture section gives us a dimension which is largely absent from those two programmes and this is very attractive to many undergraduates. Apart from the inevitable attraction of Cambridge, the main choice students make between these two institutions and UCL is whether they want to study in London or a small town. Cambridge is currently restructuring its first year entry points and combining anthropology with other social sciences. It is hard to predict the impact on UCL applications. Competition from LSE, SOAS and Manchester is posed by the nature of the degree programme. Our strength is the broad based degree which integrates biological and social Anthropology: some undergraduates just wish to study Social Anthropology and thus will choose one of the other London departments or Manchester. We respect this choice and we emphasise the broad based degree (and the benefits we see to this approach) in our admissions materials and processes in order that undergraduates can make informed choices about the best degree pathway for them.

It remains to be seen how the increase in undergraduate student fees will affect the department. The BSc leads to various possible professional careers, but further post-graduate training is often necessary. The department offers a number of Masters courses that take students a step closer to professional employment and many former undergraduates enrol on Master's programmes in other professional training where our broad based degree is seen as an excellent foundation. The department thus caters to those who approach anthropology as a broad general education and those who see it as a steppingstone to a particular career.

Undergraduate students predominantly come from the UK and EU (90%), with most overseas undergraduates coming from North America on study abroad programmes, although there has been a recent increase in full time overseas students following the full BSc programme. These overseas students, who are generally very well trained, enrich the undergraduate experience for all. We expect the numbers of these overseas students to remain strong in coming years.

We struggle to attract many widening participation students despite our role in the London Anthropology Day which was initiated by the UCL Anthropology Department (<http://www.discoveranthropology.org.uk/events/london-anthropology-day.html>) This is probably a result of a range of factors – not least the perception that Anthropology does not have a clear, and potentially well paid, career trajectory – thus deterring students from less wealthy backgrounds. Furthermore UCL's refusal to allow us to consider students with a C grade at A level further reduces our potential recruitment of WP students. Although in the past we attracted a considerable proportion of mature students (10-20%), in the last few years this has dwindled. This is unfortunate since mature students, like the overseas students added considerably to the diversity of experience which is so important in the study of Anthropology.

Master's

The Anthropology department's master's level teaching focuses down on the specific subdisciplines and there is considerable demand for all the specialist master's programmes in Social Anthropology (1 programme with 2 streams), Material Culture (3 programmes of which 2 set up in the last three years in response to demand), Biological Anthropology (1 programme and a joint programme with Archaeology) and two research recognised master's which cross subsections: the MRes and Anthropology, Environment and Development. Some of these programmes are unique to UCL (especially those in Material and Visual Culture), for others there are equivalent programmes provided by a range of competitors; LSE, Cambridge, Oxford, Durham, Sussex, SOAS and others. The content of programmes is constantly monitored and changed according to demands and needs of students: most recently a new stream to the social Anthropology Master's focusing on Social Anthropology in policy and practice is responding to increased demands for more practical applications.

On taught master courses the percentage of overseas students rises to 40%. As our staff carry out research in over 50 countries, and more than 50% of PhD students are either EU or overseas, also working in a wide range of countries around the world, this creates a stimulating, international learning environment that prepares students to think globally about issues.

We have no problem attracting high calibre applicants for all our masters programmes, however, the issue of funding is paramount especially for home students. We lose many students to programmes in other universities because we cannot offer enough attractive bursaries for masters students.

b) What will the key external challenges be for teaching, learning and assessment for the department over the next four years?

This question invites consideration of the ways in which the factors influencing teaching within the department might change. The response should therefore develop out of the response to question 1 (a).

The key challenge for the department is managing the triple pressures of research (and applying for research grants), teaching and administration – having been asked to increase numbers at undergraduate level, maintain currently very high numbers at master's level, maintain our very high PhD student: staff ratio and not compromise teaching standards.

There are tensions between the demands of students and the roles of core senior staff. Students arrive expecting to be receive both lectures and tutorials from senior and junior staff; multiple demands on senior staff, especially for research, mean that this is impossible and more and more small group work is being provided by teaching assistants. Although TAs are carefully monitored and supervised, this can be problematic as undergraduate students progress through their degree, especially if they feel that the Department is becoming impersonal and no-one knows them by name. These tensions will be exacerbated by the fees increase.

Pressures to open up more courses to students on other programmes and the development of cross disciplinary programmes (such as the BAsC) will lead to further increase in undergraduate student numbers in Anthropology courses because our courses are popular across the spectrum of social and biological sciences. At present anthropology is a net importer of undergraduate students for teaching and attracts more students from other Departments than other SHS and AH Departments. This means further expansion of small group teaching provided by teaching assistants. Likewise, some courses encounter challenges in teaching masters students from other departments and cross disciplinary programmes (e.g., masters in Global Migration, Gender

studies, SSEES), whose presence and lack of a common intellectual language can sometimes compromise the level and quality of teaching of small-group masters seminars

A key challenge is ensuring that Anthropology degree programmes remain relevant for future careers whilst still maintaining the integrity of training in a discipline. Part of this involves the challenges of integrating the different sub-disciplines within the department at the level of undergraduate teaching (not necessary at Master's level with the exception of Anthropology, Environment and Development). This broad-based approach is a key attraction of our undergraduate degree programme but as sub-disciplines develop greater bodies of theory, practical methods and applications, maintaining coherence and appropriate skills levels is challenging. Students need to develop their workplace skills and an understanding of the applications of anthropology to a wide variety of workplace situations

Despite our high entrance requirements more and more of the student intake (at both undergraduate and master's level) seem to struggle with some of the basic academic skills such as essay writing. There is also an increase in demand for students to be taught study skills that they might previously have been assumed to have. There is a transformation in many students' attitudes to their studies focussing much more on wanting exam skills and skills for getting high marks rather than an interest in and fascination for the subject. We expect that this will increase in line with the increase in fees – but it is posing problems in terms of delivery of the core academic and intellectual teaching of Anthropology

Coping with rapidly changing technology and expectations around that also poses challenges because considerable time is needed for staff and TAs to learn to use new systems – especially when they are imposed rapidly and inflexibly from the centre.

c) How will this context shape the department's teaching, learning and assessment strategy over the next four years?

Drafters should outline how the department is intending to respond to its current circumstances, and to those future challenges identified above, over the next four years.

Addressing pressures on staff

- * *TA support and training:* As we grow in terms of our own undergraduate numbers and provision of teaching across and beyond the faculty we will increasingly need more TA support. At the same time we need to provide better training for TAs. This will be addressed through CALT who will provide tailored courses for prospective Anthropology TAs on small group work and providing good feedback on written work. We are developing the idea of 'Super TAs' – three final year PhD students, one from each sub-discipline - who will have proper contracts (rather than being paid hourly) and thus be able to contribute to a wider range of teaching and assessment activities. This approach will also relieve some of the financial stress for these final year CRS students.
- * *Postgraduate fellowship programme:* We are also developing a 'Mary Douglas' fellowship programme for excellent recently completed PhD students to enable their career development and facilitate their contribution to our teaching programme whilst developing their teaching CV. The department hosts increasing numbers of post-docs both on post-doc schemes and research grants. We intend to make more use of these post-docs in undergraduate and master's teaching.

- * *Electronic systems:* We are developing an electronic system via Moodle for marking and providing feedback on formative work for large first year courses.
- * *Streamlining of teaching:* the curricula in different subsections of the department will be streamlined wherever appropriate - matching undergraduate and master's course topics (taught separately) thus reducing course development time. This has already been initiated but will consolidate over next few years
- * *Departmental Writing Tutor* was instituted this year: this role will be developed further as support for students at both individual and group level.

Maintaining internal departmental communication:

We will continue to have:

- * Senior Management meetings with heads of subsection, Hod and DHoD
- * Regular (weekly) subsection meetings discussing teaching and research strategies
- * Teaching committee drawn from across different subsections where we jointly devise departmental level teaching strategies, review course and programme evaluations, discuss innovative teaching and learning approaches, review new course proposals. Teaching committee members report back to their subsections

Central support from UCL:

- * *UCL-provided courses on study skills:* In finding ways of enabling students to perform well and build their skills, more centralised UCL courses on study skills (following the Graduate School Model) would be very beneficial; reading and note taking; oral presentations; essay writing; structuring a dissertation, etc. This would reduce pressure on staff and would also enable such skills to be taught by specialists.
- * *Careers advice and development* also needs to be provided centrally. We welcome new initiatives from the careers office and will develop our links with them over the next four years in order to develop an appropriate programme of internships and work placements for both master's and undergraduate students.

Space:

- * The increase of student numbers combined with loss of control of teaching space has made space and access to teaching rooms the most frustrating part of our teaching experience (from the perspective of both staff and students). The amount of teaching taking place in our Department exceeds our building's capacity. It is lamentable that others use our teaching rooms and we have to trek around college to fulfil our basic teaching needs. The centralisation of space has been corrosive to teaching excellence. Anthropology, as a Department, thrives on the spirit of collectivity engendered by familiarity of shared space. We welcome so many students from other parts of the college on our courses and could teach them in situ, but the current use of our teaching rooms by total outsiders detracts from the spirit of the place. We need a College-wide strategy of returning control over space to Departments.

2 Aims and Objectives for 2011-15

a) What are the department's key aims for teaching, learning and assessment for 2011-15?

Drafters are asked to briefly outline the strategic direction for the department in terms of its teaching activity, given the external strategic context and the Institutional Learning, Teaching Strategy. Responses may consider:

- * The relationship between teaching and research within the department, and the profile of teaching as an academic activity
- * How curriculum content and delivery methods might evolve and change (e.g. to become more international; to respond to changes in the discipline; to reflect the needs of the student cohort)
- * How assessment methodologies might evolve to respond to curriculum changes and to changes in the student cohort
- * Where the department would wish to position itself in relation to similar programmes offered by other universities nationally and internationally
- * The staff profile of the department
- * The relationship between undergraduate and graduate teaching
- * Income generation strategies and support for strategically valuable teaching activity

Our key aim is to provide an excellent teaching environment at both undergraduate and taught master's level whilst retaining our research profile and without leading to excessive workload demands on staff.

- * *Core and specialist teaching:* We will continue the strategy whereby all staff are expected to contribute to some core teaching at undergraduate and / or Master's level whilst encouraging all staff to put on courses which are closely related to their research interests and draw on their research expertise.
- * *Teaching fellows:* We also aim to develop (and have earmarked limited money) for more teaching fellow posts both for final year PhD students across the subsections (both to alleviate the teaching load of core courses on staff and to assist un- or under-funded PhD students). We will also develop teaching fellow posts for our best recently completed PhD students to enable them to develop their academic career and provide enthusiastic and dynamic input into teaching. A related issue is that of 4th year funding for PhD students on 3 year grants. We would like to encourage UCL to invest money specifically to employ PhD students on teaching fellowships for the duration (or part of the duration) of their CRS. This would help in attracting PhD students, including excellent students from our undergraduate cohort (who currently go to Cambridge and Oxford, and Durham and LSE, where there are far more funding opportunities), would support our teaching provision with some more experienced teachers and it would cost less for UCL than if we were to provide the same amount of teaching with full time staff. An officially sanctioned and financed strategy for integrating advanced Research Students in the provision of teaching should be a priority

Internationalism:

- * *Anthropology is international:* By its nature Anthropology is already highly international. The majority of our staff and our PhD students have worked outside the UK and frequently outside Europe: most staff speak several languages and have been exposed to a wide variety of teaching methods and philosophies around the world; the curriculum draws extensively on material from a vast range of cultures. We encourage students in the second year to take an elective course and foreign languages are included.
- * *"Anthropology with a year abroad"* - our new four year degree programme will start in September 2012. We aim to build up this degree in the next few years with an increasing number of partner universities both in Europe and in the US
- * *Staff diversity:* over half the permanent staff originate from outside the UK. This means that we have a huge implicit experience on which we can all draw of a wide range of teaching methods, philosophies and approaches to Anthropology. Mechanisms for exchange of these

within the department exist already (sub-group meetings, cross section departmental teaching committee, informal exchanges and a considerable number of co-taught courses).

- * *Ethnographic breadth:* Certain ethnographic areas are underrepresented by the teaching staff: in recruitment we want to develop these areas.

Curriculum development:

- * We are the leading department in the country providing a broad-based undergraduate degree: in order to capitalise on this we want to develop more courses which cross the different departmental disciplines whilst maintaining these as options so that they can reflect staff interests and synergies and do not become a burden and an obligation.
- * *Streamlining Relationship between undergraduate and graduate teaching.* Most Anthropology postgraduate degrees largely recruit students seeking conversion courses and thus the students need to know much the same material as the undergraduates. We are moving towards a closer tracking of the topics, subjects and readings in many parts of the ug / pg programmes in order to minimise preparation work and maximise the effectiveness of staff time

Developing a vibrant research culture at all stages in the learning process:

- * *Undergraduate:* Many of our undergraduate courses from first through to third year, integrate activities which specifically develop research capacity (for example, ANTH1013, ANTH 1010, ANTH 7005, ANTH 2003, ANTH 3049, ANTH 3001, ANTH3030, ANTH 7015 and dissertations). We will maintain a degree structure where flexible courses encourage significant individual and group research and reflection. We also want to develop a greater sense of group identity amongst our undergraduate body so that they really engage with our broad-based anthropology. As part of this we are initiating this year a first-year student field trip: The main aim of the trip is to provide students with an opportunity to get to know one-another and bond as a group. This will be achieved through a series of group activities that are interesting, anthropologically informed and if they wish, also a challenge. In future years this field trip may develop to become part of the undergraduate methods courses.
- * *Research groups:* We will continue to build on recent initiatives to set up a number of research and reading groups which bring together staff, PhD students, master's students and some advanced third year students. Our approximately 100 research students form a vital part of the intellectual life of the Anthropology Department at UCL. In addition to their relationship to individual supervisors, and as well as attending one or more of the Department's four weekly research seminars, research students are expected to participate in regular Reading and Research Groups (RRGs). Bringing students and staff together to exchange ideas on themes of mutual interest, our RRGs draw their membership from all parts of the Department, as well as welcoming participants from other UCL Departments and other London Colleges. Conceived as open spaces for the exchange of ideas in groupings that cut across divides between Biological Anthropology, Material Culture Studies and Social Anthropology, the RRGs are designed also to enliven the collective intellectual life of the Department and the wider College by organising regular public events, such as workshops, conferences and debates. They are also intended as fora for the development of scholarly publications, as well as applications for the funding of collaborative research projects.

Improving systems of feedback to and from students

- * Training of TAs (see above)
- * Developing ways of providing electronic feedback for large first year courses
- * Improving response rates of students course evaluations (opinio linked to work submission)

Fostering Interdisciplinarity

- * *Intra-departmental interdisciplinarity* is fostered through:
 - research groups (see above)
 - co-teaching within the department across the subsections.

- * *Inter-departmental interdisciplinarity* is fostered through:
 - Undergraduates from other degree courses who take anthropology modules
 - Human sciences interdisciplinary degree programme (housed within Anthropology for over 25 years)
 - BAsc new degree: anthropology is offering courses for 3 of the pathways through the BAsc
new 'Anthropology and European studies pathway' within ESPS

Extending small group teaching and peer-to peer learning

- * *Masters students group based tutorials* have recently been initiated developing out of student needs and responses. The social anthropology and material culture sections hold tutorial groups in the first term for master's students. These groups consist of up to four students and involve reading past dissertations, discussing general issues that may arise from their courses, while also developing their own projects. In the second term, they are allocated an individual tutor based on a research proposal that they have written in the tutorial groups. This allows for group feedback and support among the masters cohort as well as individual pastoral care from individual supervisors. Peer-based learning as well as individual study is thus cultivated and nurtured through this framework.

Integrating film into teaching and research

Most university courses train students to produce written work through intensive and long-term training in essay writing. But the world has moved on. For the vast mass of humanity, digital, visual communication is not the future but the present. The visual has become a primary tool of teaching, archival recording, visual analysis, creative interpretation, communicating and engaging with a broader public. UCL is therefore leading the way in providing more formal means for students to acquire the time-consuming and difficult skills of visualisation and visual communication. This provides them with new ways to engage with the world, distinctive means to generate knowledge about it, and to think about how that knowledge can reach a wider audience. This film-making training fosters a new kind of diligence, new modes of attentiveness and styles of thought that enable students to turn their ideas into visualised narrative. In their films students who have been through our courses have found expressive forms for their ideas and with these they have inspired and spoken to others in a fashion that the traditional 'student essay' has never or only very rarely done.

Initiatives in teaching, research and community out-reach centred around film-making

- * *For undergraduates* as well as for any other interested member of the university (particularly social scientists, scientists, arts and humanities researchers and students) and the public we offer a series of practical, hands-on, professional training programmes in documentary and digital video. Our wide range of short courses (weekend, evening and one-three week courses) provide training in various aspects of film and media.

- * *Masters film courses* include ANTHGS20 which focuses on the ethnographic style of observational filmmaking and ANTHGS25, which caters for broadcast-style pre-scripted documentary filmmaking. These postgraduate courses can be taken as part of a masters degree for credit or they can be audited with a certificate of completion provided. Non-university graduates can take these courses for certification. At the end of these courses -

which combine 4 weeks of camera training, 4 weeks of editing training and 2 weeks of production training - students produce 5-12 minute films for assessment using a modified version of the UK AVPhD criteria

b) How will the department's teaching and assessment activity reflect and support UCL's key priorities for teaching and learning in its provision over the period 2011-15?

Top down strategy

Research-led teaching

- * *How does the research of departmental staff, and the research base in the discipline more generally, influence the taught curriculum?*

Education for Global Citizenship:

Drafters should consider how the following are reflected in the taught programme:

- * *Global issues / perspectives considered in course content wherever appropriate*
- * *Consideration of methodologies used in other cultures*
- * *Teaching and assessment approaches which are accessible to students from a range of educational and cultural backgrounds*
- * *The ways in which students at UCL develop their sensitivity to cultural difference*
- * *Programmes developed which equip students for employment in a range of countries*
- * *Assessment tasks devised to encourage students to communicate with a range of audiences, and to work in teams*
- * *Collaboration on curriculum content or delivery with overseas partners*
- * *Integration of study abroad opportunities into the curriculum*

Innovative and effective teaching and learning methodologies:

Under this heading, drafters should consider the following, in the context of their discipline:

- * *Increased use of digital technologies to support course development, delivery and student collaboration*
- * *Student-led research*
- * *Distance and blended learning*
- * *Peer-to-peer learning*
- * *Redesign of teaching / learning spaces*
- * *Engagement with museums and collections' resources*
- * *Engagement with information literacy and digital resources*

Improved support for students' learning (pastoral support; feedback and assessment):

Drafters should comment on their department's approach to:

- * *The UCL personal tutor system and the Higher Education Achievement Record*
- * *Systems in place to support students to reflect on their own skills development*
- * *The department's approach to providing students with appropriate and timely feedback*
- * *Any other pastoral structures which operate within the department, as appropriate*

Employability, entrepreneurship and leadership:

- * *The profile of careers advice (both departmental and from the UCL Careers Service) within the department and the support structures which encourage students to prepare for life after UCL*
- * *The extent to which the curriculum has been developed with an eye to students' future employment prospects*
- * *The scope within the curriculum for students to show intellectual and practical leadership*
- * *The scope for students to pursue their own research and to set the pace of their own learning*
- * *The role of Student Representatives within the department's decision-making structures*
- * *Any other academic opportunities within the department for students to show initiative and to develop their entrepreneurship skills*

Recognition of the importance of teaching and learning in maintaining UCL's international reputation:

- * *The level of training and teaching expertise required of staff with teaching responsibilities*
- * *The process by which the teaching load is apportioned across the staff body*
- * *The way in which the peer observation of teaching system operates*
- * *The expectations of staff who have been asked to develop new courses*
- * *Promotion of staff achievements in teaching*
- * *The promotions process*

* *Other opportunities for staff to develop their teaching practice*

Where drafters identify areas under any of these headings where additional development is necessary, this should be indicated in the response. Drafters should ensure that these development needs are reflected in the departmental strategic aims and objectives section (above).

Research-led teaching

Most staff are required to make a contribution to what is seen as core teaching of the three subdisciplines and then the majority are able to teach their own personal course module which is generally designed around their own research interests and is aimed at more advanced students. This will continue although there may be room for more use of teaching fellows to cover much of the core teaching thus freeing research active staff to concentrate on their specialist subjects. In Biological Anthropology there are opportunities for both undergraduate and postgraduate students to become involved in and contribute towards staff research programmes through participation in field sites and through research undertaken for dissertations.

Education for Global citizenship

This is at the core of all anthropological teaching and learning since Anthropology is about what makes us human – and the differences and similarities between different human populations. All the issues covered in an Anthropology degree are, by definition, oriented towards global citizenship and this will continue. The degree, indeed, the discipline, is founded on understanding cultural difference and similarities.

- * *Collaborative teaching between staff* whose research expertise comes from different parts of the globe develops new synergies and approaches to teaching through developing course materials and delivery together.
- * *The new “Anthropology with a year abroad” degree* will build on our extensive network of partner universities across Europe and the US. Our students attend those universities and we accept a considerable number of affiliate students into our programme. We will continue to develop new links and consolidate current ones.

Innovative and effective teaching and learning methodologies

Teaching methods for anthropology include formal lectures, seminars, small group tutorials, object-based laboratory sessions, computer-based laboratory sessions, practice-based learning, group research activities, as well as field trips and one-to-one research supervisions.

- * *Moodle:* We are developing our use of moodle and its facilities. We employ a post-graduate as a moodle advisor who not only manages troubleshooting but also advises staff on the capabilities of moodle.

Online Library Resources we make full use of the new on-line readings lists.

- * *Student led* research is an important feature of the undergraduate degree programme from the first year. All three subdisciplines have a practical based dimension to first year courses which involve students collecting their own data or analysing objects and writing up their findings (ANTH1013, ANTH1001, ANTH1010). This is seen as essential grounding to the discipline and involves combinations of group and individual work. Many second and third year courses incorporate a variety of teaching methods through research (ANTH2003, ANTH7005, ANTH7015, ANTH3001, ANTH3055, ANTH3037, ANTH3030) – many of which are also group activities: group research and reflection is written up and assessed through by group presentations, reports and individual level evaluations. Students are constantly required to reflect on small observational studies they have undertaken, and, in material culture, may have

to put together portfolios. A mandatory individual studies dissertation which constitutes 3/8 of the final year is the major contribution of student-led research. This is seen as the culmination of the undergraduate training in Anthropology. It is supported through a variety of generic training sessions in research skills including library, documentary and presentation skills. Students all have individual supervisors. This is a chance for students to draw on previously-learnt skills and there are special workshops in the second year to develop these research skills.

- * *Masters level student-led activities and research contributions* are a key dimension of most teaching and learning: as an example the Material culture subsection included practical labs in the MA in Culture, Materials and Design and the MSc Digital Anthropology. The majority of dissertation projects involve collection of a substantial body of original data either in the UK or abroad. A new initiative at masters level is the Anthropology and the Professional World lecture series, which enables students to cultivate research synergies with practitioners.

Use of Museums collections:

At both undergraduate and master's level there is considerable use of museum collections held both within and outside the department. Examples of this include:

- * *The core course in the MA Culture, Materials and Design* will involve a number of visits to Materials Collections in London (for engineering, design, natural materials at Kew), and for students with an interest in heritage, transferring that knowledge of materials to thinking about objects in the anthropology collection. We also make visits to a couple of museums outside the department according to project work. This year, we visited a craft exhibition at the V&A when working on ideas of making & craft. A half-term project on textiles & heritage involved contact & tours with the textile curator at the Horniman Museum in South London.
- * *The Anthropology department material culture collection* is currently used by
 - The course in Museum Collection Management and Care (lodged in the IoA) for objects lessons and practicals, including a mount making course.
 - MA in Museum Studies for their courses on collections and objects studies. There is a series of meeting and object/conservation analysis
 - UG volunteers, 2 external researchers on a weekly basis making an audit of artefacts and their capacity to be actually handled and by whom.
 - Anthropology teaching staff for lectures, tutorials or workshop to illustrate part of their demonstration
 - First year undergraduates in their ANTH1001 (and ANTH1001B) undertake an object analysis based on the collection.
- * *Collections from outside UCL are used*
 - by first year undergraduates: visits to the BM, and analysis of modes of display and exhibition
 - by first year undergraduates in ANTH1001 lab session on Photography and Genre (involves students visiting one of 2 exhibitions (usually the NPG portraiture show and whatever happens to be good at the time (e.g., this year Zarina Bhimji at Whitechapel). They discuss these in small groups in the lab session.
 - by third year undergraduates and masters' students (ANTH3037/GC09 Anthropology and Photography) –who are encouraged to use Anth photog archives (RAI, BM, Pitt-Rivers Camb MAA) for research for their term papers.
 - MA Material & Visual Culture have a practical project to submit as part of their Core Course. Each year some choose to analyse objects from the British Museum or other collections

- * *New initiatives planned for courses in 2013 or 2014 will* involve actual artefacts from different UCL collections, to train students to think ‘through’ things, and get familiar with the different ways of analysing artefacts (or “naturefacts”). These ideas are still under development and might be ready for a course proposal in 2013 for a module to start in 2014-2015.
- * *The Anthropology Department fossil hominin and primate cast collection*, as well as the modern comparative primate and human skeletal collections are used to teach the both graduate and undergraduate students on a regular basis. They are the fundamental component of many of the lab sessions that are run for biological anthropology courses and they are also used in seminars, tutorials and lectures. Through the interaction with the casts and skeletal specimens the students get hands-on experience in comparative anatomy and improve their understanding of structure/function relationships in the body. Much of the subject matter that is the basis for biological anthropology courses cannot be easily disseminated through assigned readings and a hands-on object-based learning is a much more effective teaching tool. These materials bring a reality to the subject matter which the students respond to positively. The strength of these collections is in the degree to which they cover the entire primate skeleton, the diversity of species represented, and their coverage of the whole period of human and primate evolution. Maximizing the student experience will require an increase in the number of and type of specimens in the collection. In particular, we need to add fossil cast material for much of the postcranial skeleton (i.e., below the head) and acquire casts of new specimens which are altering our current understanding of human evolution. In various aspects our collections are a bit out of date and this reduces the quality of the education experience for the students. It also limits the ability to provide research opportunities to both undergraduate and graduate students.

All these student-led research activities will continue to be encouraged and supported. Many of them encourage peer-to-peer learning through the group nature of the activities. At undergraduate level this approach will be further developed over the next four years with the addition into the programme of a weekend away focused around social anthropology research methods whilst simultaneously developing group solidarity and confidence in each other. The department is developing and financing this weekend .

Support of Students’ learning (pastoral support, feedback and assessment)

Pastoral support

We have implemented UCL’s new guidelines on personal tutors and HEAR. Each meeting with personal tutees focuses on particular issues which are appropriate for the students’ progression through the degree programme: thus year two meetings are partially oriented around developing of individual studies topics and third year meetings around issues of employment and postgraduate study. For first year undergraduates this is supplemented by an additional first year tutor support provided by our undergraduate administrator who is also a trained counsellor. This enables her to know personally all the undergraduate students who go through the system and help them address their personal problems and difficulties.

A problem generated by the increased personal tutor meetings is that many students fail to turn up because they too feel that they have too many time commitments. This is proving difficult to resolve.

Academic support

At undergraduate level this is provided both through the personal tutor system and also by course tutors, TAs and, in the final year, the dissertation supervisor. In terms of feedback to students we have detailed feedback sheets and over the next year we will develop an electronic feedback system for large first year courses. As a result of a specific survey on feedback undertaken last year we have identified that students’ main desires in feedback are (a) for it to be timely and (b) for it to demonstrate clearly how they could improve. We are currently actively considering ways of providing

generic group feedback in some courses as well as individualised comments. The majority of assessed work produced by students is, however, in the form of written essays for which we feel written individualised feedback is most appropriate. Although all efforts are made to provide feedback in a timely manner – because of the large quantity of written work in Anthropology, and some large class sizes, it is not always possible for all work to be marked in the target time frame. Staff are constantly reminded to communicate with students if there are unavoidable delays.

Careers

We have now appointed a careers advisor within the department who is liaising with the careers service. We provide detailed advice to students who wish to follow an academic career or who want to pursue further training. However, since most of the staff have only had working experience in an academic environment they are generally unable to provide good, accurate careers advice for careers outside academia.

The broad based approach to Anthropology at undergraduate level provides students with a wide range of transferable skills and thus is an excellent preparation for a large number of careers pathways. Different Master's courses have different career development strategies built into them: Social Anthropology has just developed a new master's stream (TEPP) which is focusing on Anthropology in policy and practice – and bringing in outside speakers. This part of the course will be further developed over the next 4 years. Staff involved in the MSc Anthropology, Environment and Development do have far more contact with careers in conservation, resource management and demography: as part of their training and assessment students have to put together a research proposal where the problems posed are often those encountered by the staff on consultancies and other work. A range of ways is used to bring various relevant careers opportunities to students' attention.

Numerous group work activities throughout the curriculum at undergraduate and master's level along with research methods training and requirements of presentations to staff and peers all develop students' transferable skills. As outlined above the dissertations at both undergraduate and post graduate level showcase and develop students' own research.

Every year students are encouraged to provide representatives to attend staff meetings and teaching committees but it has proven very difficult to motivate them. They do participate in staff student committee meetings where a range of issues are discussed and which is, and will continue to be the stimulus for change initiated by students. In some years students choose to activate the Anthropology society in different ways – in other years this society remains dormant. It is always made clear that there are resources available if the student body wishes to activate the society. We feel strongly however that it should be student-initiated and student-led.

Training for teaching and learning

During the recruitment process for new academic staff they are always required to give a talk: this is partly to assess their capacity to convey their research interests and thus indirectly observe some of their capacities for teaching. All probationary staff are encouraged to take the **teaching and Learning in Higher Education qualification** although those with considerable teaching experience may be exempted. They do however take a range of appropriate CALT short courses on supervision.

Distribution of teaching across the department

Teaching is allocated across the department within sub-groups. Each sub-group has a slightly different philosophy and approach but in general all staff are expected to contribute to core teaching within the department and to develop their own course based on their specific research interests. In all three subdisciplines we are moving towards a concentration of core teaching in the first year (where students all take the same courses) and a wider range of options in second and third year.

Students have to retain the broad based anthropological training until at least the end of the second year. Dissertation supervision is also apportioned out between all staff.

We recognise that different staff may have different teaching loads over an academic year and to accommodate this we have developed a workload exercise which weights contact hours, marking hours, preparation hours giving extra time for those developing new courses. All admin roles also have their time allocations, as do supervision of dissertation and PhD students. The philosophy behind the workload allocation is that all staff should have a broadly similar profile overall of hours devoted to teaching and administration. Probationers are given reduced workloads in this system gradually building up over the three years of their probation. We are currently discussing how Teaching Fellows should be treated under this system. The system is constantly being refined and developed to reflect changes in teaching, assessment and administration. People with high workload on teaching have administrative roles removed from them and vice-versa.

Staff who are asked to develop new courses are given a weighting of 8 for every contact hour (compared to 2 or 3 for teaching a pre-existing course) and this is factored into the workload allocation. Most new courses are in fact initiated by staff themselves and emerge from their current research.

The peer observation operates on an individual basis. All staff are required to find someone to observe them and to provide the level of feedback demanded. Since there is a considerable amount of co-teaching – peer-observation goes on well beyond the exercise.

Provost's teaching awards

Staff are regularly put forward for the provost's awards for teaching: we have received two awards in recent years – given to Rodney Reynolds and Caroline Garaway.

Promotions process runs in line with UCL practice.

c) What objectives and timelines has the department set with a view to achieving its aims for teaching and learning?

Objectives:

- Develop better training methods in teaching and assessment for teaching assistants
- Develop a system whereby we can appoint part-time teaching fellows during their final year of PhD training, and post-doctoral honorary fellows just after completion of PhD in order to contribute to core teaching and to develop those students CVs
- Develop electronic methods for assessing large first year courses
- Streamline the social anthropology core teaching at undergraduate and masters
- Develop undergraduate methods teaching and possibly integrating with first year away day
- Facilitate new staff developing their own research-led courses

These are all currently under development and will be in place in 2012 or 2013.

d) How will the department monitor progress against the objectives outlined in this strategy? What indicators will the department use to track and measure its performance?

Drafters should indicate the structures and processes that are currently, or will be put in place, to ensure that its strategic objectives for teaching are met. Responses may consider:

* *The role of the Head of Department*

- * *The role of the Departmental / Faculty Teaching committee*
- * *The role of staff-student consultative committees*
- * *The function and frequency of curriculum review*
- * *The use of objective quantitative data (e.g. student attainment data; student recruitment data; RAM)*
- * *The use of external feedback measures (e.g. recognition; leadership on curriculum design and development)*
- * *The frequency with which the department will monitor progress*

Additionally, drafters should list 3-5 key indicators which the department will use to evaluate performance over the period covered by this strategy.

The department will use key elements of UCL's approach to managing the enhancement of quality: these include

- Internal Quality review
- Annual monitoring
- Peer observation of teaching
- The external examiners system
- Student feedback mechanisms via course evaluations, programme evaluations and NSS committees with quality management responsibilities at institutional, faculty and department levels.

Key indicators include:

- Undergraduate student satisfaction with the degree
- Masters students satisfaction with their degree
- NSS reports on general satisfaction and feedback
- Affiliate student intake
- Monitoring of web traffic

Further down the line we will look at satisfaction and student success in our new four year with a year abroad programme and monitor take up for our master programmes, especially given the financial context

3 Approaches to Teaching, Learning and Assessment

a) What distinct principles underpin the department's approach to teaching, learning and assessment?

This question invites drafters to define the fundamental characteristics of their department's approach to teaching, both in the context of their discipline and as part of UCL more broadly. Drafters may wish to consider:

- * *Aspects of their provision which are specific either to their discipline or unique to their approach to it*
- * *The factors that influence course content (e.g. staff expertise; innovation; demands of professional bodies; future graduate employability)*
- * *The factors that inform the department's approach to assessment (the purposes for which it is used; the needs and expectations of the student cohort; curriculum content)*
- * *The extent to which the department seeks to innovate in teaching and learning methodology*
- * *How the synergies between teaching and research support student learning*
- * *The extent to which the department offers an internationalised curriculum (see 2b, above)*
- * *The role of generic skills development and employability skills in programme and module development*
- * *The relationship between academic challenge and pastoral support;*
- * *The extent to which the department's teaching equips students to take on leadership roles*
- * *How far the department is engaging with the potential of new technologies for teaching, learning and assessment*
- * *Other factors as relevant*

In the broad-based interpretation of anthropology as taught at UCL our staff come to the department from a wide variety of intellectual and academic traditions. The underlying philosophy of the department is to respect individual staff as professionals with their own capacity for developing innovative and appropriate delivery of course material and assessments. Research-led teaching is a major part of this individualistic approach

The three subject subdisciplines regularly review the content of their core courses in the first and second year and the coherence of the different options available to students. Whole department staff meetings, occasional awaydays and informal discussions in staff common rooms generate ideas for new directions and synergies and these also emerge out of the vibrant seminar series held in the department. Specialist courses reflect staff interests, but care is taken when recruiting new staff to fill gaps in substantive specialisms, ethnographic areas and new emerging areas in all fields of Anthropology.

Undergraduate assessments

For undergraduates assessment serves different purposes as they progress through the degree programme. Most first year course work is formative, reflecting the facts that students have not been exposed to Anthropology at school and that they are required to learn different styles of writing and evidence as practised by the different subdisciplines. First year assessments are largely used as training, as vehicles for feedback and to ensure that students complete all the different dimensions of the programme. Since coursework is formative, only exams in the three one-unit theory courses can potentially count towards the final degree (in line with the harmonised scheme of honours). Formative assessments also reduces the need for double marking and moderating in what are extremely large classes.

Second and third year courses and master's teaching use a wide range of assessments which are developed by individual staff according to their preferences and what they feel to be appropriate for their subject matter. This encourages a range of innovative forms and such innovations will continue to be facilitated. Nevertheless essays and exams do constitute a considerable proportion of assessments because these are most suited to representing anthropological theories and ethnography

Examples of innovative assessment methods include:

ANTH1001 Object analysis of object in the departmental or Museum collection

ANTH1010 Group project and reflective diary

ANTH2003 practical books writing up analysis of paleo-anthropological specimens from the departmental collection

ANTH7005 group work on specific countries' demographic policies and an assessed group presentation (with students contributing to the assessment)

ANTH7015 Role play on the different actors in fishery decision making and write up of specific role

ANTH3037/GC09 Photographic portfolio

ANTH3055 report on "chaîne opératoire" including diagrams and text

ANTH3001 Anthropology of Games and Simulation: design a game.

GM01 Practical design of multimedia project

ANTH3048 Individual studies: a dissertation and an assessed presentation of the student's work (8%)

ANTHGE05 a take-home exam where students have to prepare a research project proposal (without the budget). This is a core course for the research recognised Anthropology, Environment and development course and developing such proposals are likely to be a major feature of employment after the masters.

ANTH GS20 /25 are film courses which combine camera-, editing- and production-training, culminating in 5-12 min film for assessment.

We will continue to develop new forms of assessment – many of which emerge from the research context or consultancies that staff are involved in. Thus as long as we are able to recruit staff from a wide variety of backgrounds and expertise, we will continue to develop new ideas to input into teaching and assessment.

The entire curriculum is highly international because of the intrinsic nature of the discipline of anthropology and the demographic composition of our department (see 2a above).

All modules develop the generic skills of library based reading, summary and extraction along with writing. The broad-based disciplinary approach means that students have to learn appropriate writing and citation skills which are fostered through feedback and through contact (where necessary) with our writing tutor. A range of other transferable skills are developed including quantitative methods, practical qualitative research skills, cooperative work in groups, analysis of objects, images and fossil materials. Some courses use moodle to develop and assess students using quizzes; two courses use the database facility on moodle to enable students to develop group bibliographies and read each other's summaries of work; the digital courses make wide use of a range of digital technologies.

The distinctive feature of the department's approach to teaching and learning is the prominent role played by individual staff's research interests and experience in designing the curriculum and assessments for individual modules. Over the next 4 years the content and specific approaches of modules will change as new staff join the department and others leave, and as research interests change – the teaching will reflect these changes and teaching committee monitors and encourages this wide range of approaches.

The heavy emphasis placed on student's own research is developed gradually throughout their programme but culminates in the 1.5 unit individual studies project where students have a supervisor who provides detailed feedback and where students are encouraged (but not forced) to do fieldwork in order to produce original work and provide a stepping stone to post-graduate research and training.

b) What are the department's strengths and weaknesses in teaching, learning and assessment? How might these be capitalised upon or addressed over the next four years?

Frank responses to this question are encouraged. Drafters should use this question as an opportunity to reflect on what the department does particularly well in its teaching, and where improvement might be necessary.

Drafters may wish to consider the following prompts when identifying strengths and weaknesses:

- * *Course content*
- * *Reputation of programme*
- * *Student successes*
- * *Innovative methodologies for teaching and assessment*
- * *Assessment and feedback*
- * *Use of new technologies*
- * *Internationalised curriculum*
- * *Personal tutor system*
- * *Employability (including relationships with professional bodies)*
- * *Relationship between undergraduate and graduate teaching*
- * *Recruitment*
- * *Student cohort profile*
- * *Relationship between research and teaching*
- * *Staff workload*
- * *Relationship to developments across UCL*
- * *Leadership on issues relating to teaching and learning*
- * *Structures which support teaching and learning*
- * *Peer observation of teaching*

Drafters are also encouraged to outline any steps that will be taken to address areas of deficiency, or to build upon strengths.

Strengths

Our greatest strengths are highlighted in programme evaluations and NSS responses.

In the 2010-11 NSS 100% respondents indicated that staff have made the subject interesting, they are good at explaining things and the course is intellectually stimulating. From our perspective these are the greatest strengths and emerge from the commitment to link teaching to research and thus harness staff enthusiasm and knowledge. We have similar, very positive responses to Master's programme evaluations.

For these reasons we would highlight the following strengths

Undergraduate

- The broad-based degree and the fact that we are the leading broad-based undergraduate programme in the country
- The excellent results our students obtain from year to year (usually only 1 or 2 students fail to get a 2:1 or a 1st)
- The diversity of courses offered and the wide range of teaching and assessment methods.
- Intensive Personal and Academic Tutorial support
- Our students are accepted into a range of postgraduate programmes around the country – in both anthropology and anthropology related courses (e.g., demography and health, global health, international development, forensic science, law training, teacher training)
- our graduates go on to find rewarding employment in international work (NGOs), government work (DFID, FCO, Home Office, EU), journalism, teaching, etc.

Masters programmes

- Diversity and range of courses and the possibility for Master's students to follow a wide range of different programmes each providing a rigorous training
- Continual updating of programmes and options reflecting new emerging issues and demands from students. Recent ones include Digital Anthropology, and Culture, Materials and Design and the division of the Social Anthropology master's into a theoretical track and a track emphasising Social Anthropology in Policy and Practice.
- Intensive Tutorial support

General student support

Provision of in-house writing tutor

Large number of research seminar series which students are encouraged to attend

One-to-one supervision for dissertations

Reading and Research Groups (see above).

We do not see ourselves as having major weaknesses. Areas we can improve are:

- Quality and timeliness of feedback (however this is seriously constrained by staff workload). This is being addressed for large first year courses by development of electronic feedback
- General organisation for students in the department: this is being addressed by recruitment of new admin staff and changing organisation and responsibilities in the office – all being instigated by our new departmental administrator
- Improved quantitative methods training at master's level. In the past we have bought in quantitative methods training from the statistics department. In some years this has been excellent but in recent years it has been problematic, particularly because the teachers did not understand the diverse needs of anthropology students. We are now recruiting someone who will be specifically responsible for quantitative methods in the department and this should improve this side of our training over the next years. We will consider developing a quantitative methods option at undergraduate level.
- Support for students to develop writing skills. Although we strongly believe that such support should be more widely provided at college level we will continue to employ a post-graduate

student as a writing tutor to support students in the wide range of writing activities needed for their degrees.

- There is a general discomfort with peer evaluation – this is tied in with the ethos of the department where staff develop their own style of teaching developed out of their own experience. We will need to develop different mechanisms for exchange of ideas about teaching methods and approaches.

c) How does the department structure and resource teaching and learning? Will this change over the next four years, and if so, how and why?

This question is intended to encourage drafters to reflect on the way in which the department currently manages the staff and other resources which support teaching. The response should provide both a statement of the current position, and a consideration of the ways in which these resources might need to be deployed differently in response to some of the pressures, challenges and trends identified in earlier questions.

Drafters may wish to refer to the following in their response:

- * Staff workload allocation (of teaching, and of enabling roles relating to teaching, e.g. Departmental Tutor)
- * Use of hourly-paid staff
- * Use of post-graduate teaching assistants, demonstrators etc.
- * Peer observation of teaching
- * Committees in support of teaching within the department
- * Use of central UCL resources (e.g. use of internal consultants on teaching methodology and learning technologies; Museums and Collections)
- * Use of central UCL pump-priming funds (e.g. teaching grants; away-days funding)
- * Income generation strategies
- * Collaborations and exchange agreements with universities overseas
- * Any challenges which are unique to the department, or which require additional central support to be addressed

Workload allocation exercise

For 10 years the department has run a detailed workload allocation exercise which takes account of administrative roles, preparation of new courses, marking, PhD supervision, master's supervision; basically all departmental activities which can be subsumed under teaching and administration. The hours allocated to different duties are reviewed each year. The workload allocation means that staff who are light on teaching may be given any extra administrative jobs which come up over the year – and those with huge administrative roles get relieved of teaching. The aim is to get rough parity between staff and to provide indicative figures of the time investment expected for certain tasks. Probationary staff are required to do fewer hours, gradually increasing over the three years of probation.

This exercise allows a better distribution of roles between individual staff members and does not impose a teaching straight jacket – allowing for flexibility and compensating those who are able to recruit large numbers of PhD students to supervise. It also allows comparisons between the subgroups to ensure there is a general even spread of workload across sub-groups.

Teaching Assistants

TAs are used in large first year courses to both deliver tutorials and to mark essays (which are formative). In large second and third year courses where there are more than 36 students (i.e., 3 tutorial groups of 12 students each) TAs are used to take tutorials for the tutorials above three per week per course. They do not do marking. TAs are not used for master's teaching except for the methods course: here, where possible only senior TAs who already have their PhD are used. We will continue to use TAs in this manner, although as class sizes expand we may have to extend the use.

From next year we want to develop a system whereby we employ three 'super TAs' – one for each sub-section – who will have proper contracts – and will thus be able to mark some assessed work (where necessary to relieve staff teaching load and improve the time taken to provide feedback). We are also working towards developing a system of honorary post-doctoral fellows (Mary Douglas Fellowships) who have just completed their PhDs who will be our first port of call for a range of different teaching contributions including tutorials, essay marking and contributing to lectures.

In order to deal as a group with the different problems that postgraduate teaching assistants and post-docs face we have set up a TA / postdoc mentor system whereby a junior member of staff (recently a post-doc themselves) meets with the TA and post-doc community in the department to discuss teaching problems and solutions – as well as issues around applications for research grants and publications. This support system has proved very useful and will be continued and maybe developed if necessary.

We have asked CALT to provide in-house training on small group teaching and formative assessment for all TAs to ensure that all fulfil our departmental requirement of training. This will start in the autumn of 2012

Use of museum collections

Several courses in paleo-anthropology and material culture already make considerable use of departmental museum collections (see section 2b) : this will continue and where appropriate, new courses will also integrate collection use and analysis of objects and fossil material

Use of new technologies

Anthropology has embraced the new online reading lists. A postgraduate was employed to update all reading lists and some courses have developed the system further. Other courses continue to use moodle as the main interface. We have both online reading lists and moodle support provided by trained post-graduates in the department and their assistance can save staff considerable time

d) What mechanisms are in place for monitoring the effectiveness of the way in which the department is teaching and assessing? Do these need to be revised or reviewed in light of projected trends for the next four years?

This question invites drafters not only to identify current mechanisms and briefly explain their function, but also to consider what monitoring might be necessary in order to support the department to achieve its strategic aims over the next four years.

Responses may include reference to:

- * *Internal curriculum review processes*
- * *Staff-student consultative committees*
- * *Other sources of student feedback*
- * *Use of external examiners and other peer review mechanisms*
- * *Student assessment outcomes*
- * *Evaluation against departments nationally / internationally in the same discipline*
- * *Evaluation against departments nationally / internationally in other disciplines*
- * *Staff performance appraisals*
- * *Staff promotion procedures*
- * *Financial monitoring*
- * *Programme approvals procedures*
- * *Mechanisms in place for monitoring the effectiveness of supervisions for doctoral students*

A range of UCL and faculty systems are followed in order to monitor effectiveness of teaching and assessment. These will continue to be adhered to.

We follow UCL policy on:

- Regular staff-student committee meetings and discussions of issues raised in teaching committees – with action

- Discussion of course evaluations in teaching committee and appropriate actions
- Follow-up of issues raised by external examiners
- Staff appraisals and promotion procedures follow the guidelines and criteria proposed by the faculty

We would like to have better monitoring of the success in our students of gaining postgraduate places in other Universities (we know it is high). We are developing our internal statistics base but would also appreciate assistance from the alumni association.

e) How does the department innovate in teaching, learning and assessment? How will the department seek to develop its teaching over the next four years?

Drafters are invited to outline the extent to which the department seeks to challenge orthodoxies in teaching and learning, and the extent to which its innovations have been successful. Responses should also consider how the department's context influences the kinds of innovation that are appropriate.

Responses to this question may cover some or all of the following:

- * *The synergies between teaching and research and the ways in which these are exploited;*
- * *New modes of delivery, assessment that have been trialled or introduced*
- * *New approaches to content*
- * *Interdisciplinary approaches to teaching and learning*
- * *The use of new technologies to underpin teaching, learning and assessment;*
- * *The extent to which the department offers an internationalised curriculum, including in collaboration with overseas partners*
- * *The role of the student in shaping teaching, learning and assessment strategies*
- * *Any constraints on innovation – e.g. from accreditation by professional bodies; financial constraints*

Responses should also consider whether innovations in graduate teaching differ from that for undergraduates.

We experience a tension between student demand for conventional exams and essay assessments with which they are familiar, and our desires to use more innovative and appropriate forms of assessment which some students find stressful. We have, however, developed a series of innovative learning and assessment tools which build on staff experience in other universities and the professional world.

At times, we have found that innovation is difficult to implement when constraints are placed on time and space. Much of our most productive teaching is seminar and discussion based where students are encouraged to think for themselves, but this is only possible where appropriate rooms with flexible furnishings are available. Our need for access to good quality, multi-function classrooms, rather than lecture theatres, will increase as student numbers rise.

There are many examples of innovation in our teaching across the sub- sections; (for assessment see section 2.a above), for teaching examples see below:

- Caroline Garaway received *Provost's Teaching Awards* for innovative use of role play in ANTH015 (Anthropology of fish and fisheries) developed out of activities used in development work
- Ba-Li learning tool of core anthropological research skills developed by Jerome Lewis and Luke Freeman is used in the first year of both undergraduate and masters.
- ANTH7005 (Population Studies) uses group work where students each have to research a single country's population policy and its impacts. They have to develop their own bibliography (using moodle database facility) and work together to produce a presentation for the rest of the class: peer assessment contributes to the assessment of the presentations. An emerging tension is dislike of (rare) free-riders.
- ANTH3001 Anthropology of Games and simulation: students have to produce a games proposal for a socially engaging game – Some students really struggle with innovation and

dislike this whole new domain of assessment because unfamiliar with 'how to do well' which is becoming their main priority

- ANTH3037 Anthropology and photography: students are required to produce a photographic portfolio: they are expected to be experimental with the Portfolio and the tutor does not provide prescriptive guidelines. There is however a 2 hour collective crit with student presentations specifically on the Portfolio. A few students are unhappy with this approach and want detailed prescriptive guidelines about 'how to do well'
- ANTH7002 Political and Economic Anthropology: lectures are delivered by podcast and students can watch them in their own time. Contact hours are then spent discussing the contact. Student response was very polarised with about half the students appreciating the flexibility and depth this gave them and the other half bemoaning the lack of contact and discussion and the fact that the podcasts go out of date quite rapidly and are time-consuming to download.
- ANTH3049 Reproduction, Fertility and Sex: This interdisciplinary course is usually taught by two staff from different sub-sections in the department presenting and debating disciplinary perspectives on the same topic. Students have to contribute to developing the course reading list by identifying a different reading each week and uploading a summary into a moodle database.
- ANTH3055 (Anthropological Perspectives on Techniques and Technology) uses Independent project fieldwork such as observation and recording of technical process and investigating workshop practices along with study of collections as key dimensions of the teaching and learning process

Such innovative teaching methods will continue and new ideas are continually being generated through staff professional and academic contacts. These are encouraged by the department both in terms of support for the teaching committee in developing course proposals and through financial support and equipment grants

Interdisciplinarity

We run a second/ third year course (ANTH2007 The Anthropology of Kinship) which is open to all students in the University, in both the sciences and humanities/ social sciences. There are also several courses which draw on internal departmental interdisciplinarity (e.g., Anth7017 Anthropology of Mind. ANTH 3049 Reproduction, Fertility and Sex), plus some ethnographic courses which cross between social anthropology and material culture. For many years Anthropology staff have co-taught with Biology on a Biology module which Anthropology students often take.

For the new Arts and Sciences Degree (BASC) anthropology is the only department which is represented in three out of the four pathways, Cultures, Societies and Health and Environment, indicating the broad diversity of our Department.

We have teaching and research links with the Bartlett, Engineering, the Slade, The Environment Institute, the Medical School, the Institute of Child Health, Biology, Genetics, Geography, Anatomy, Earth Sciences as well as the Institute of Archaeology.

This interdisciplinarity is a further source of ideas about new and different ways of delivering teaching and furthermore allows innovative ideas emerging from Anthropology to be conveyed to other departments through both staff and student contacts.

f) What is the student profile of the department? Will this change over the next four years? How will the department respond to the various needs of disparate student groups?

Drafters should use this question to give a statement of the current recruitment position, and to outline recent trends. Responses should also consider how the department might respond to the challenges and opportunities these trends represent:

Areas that responses might cover include:

- * *Balance between home students and EU / international students*
- * *Previous educational experience of home students (e.g. WP cohort)*
- * *Balance between undergraduate and graduate students*
- * *Influence of external / short course / CPD students on teaching and learning activity*

The concept of 'student needs' covers a range of areas, including:

- * *The need for additional 'catch-up' tuition*
- * *The need for additional support with unfamiliar methodologies and modes of assessment*
- * *The ways in which the taught undergraduate curriculum and the taught postgraduate curriculum interrelate*
- * *The 'teaching' of doctoral students*
- * *The need to respond to student expectations about e.g. assessment and feedback; the use of new technologies; the level of challenge in particular courses*

For our student profile in terms of academic achievement please refer to our annual monitoring reports.

Undergraduate intake:

50-60 students per year of which about 75% are female. The majority have AAB (or equivalent) with some at ABB. In the recent past 10-15% were mature students but this has declined in recent years to one or two students per year (because of low numbers of good quality mature applicants). About 1/3 of our total intake is from private schools and around 15% are from foreign or international schools. About 10% of the intake has a foreign qualification (not A level or IB). 4% over the last 15 years had an access qualification but this has declined recently. Pressures on us to increase our undergraduate intake over the next few years at AAB level will probably mean an increase in privately educated students because they have the advantages that lead to these higher grades.

Given our difficulties in recruiting widening-participation students we are currently making substantial efforts to broaden the channels through which we engage with prospective students (including virtual open days, short films on the web, twitter).

Master's student profile:

It is impossible to summarise our Master's profile: different programmes have very different profiles in terms of age, experience, anthropological expertise, home/EU/overseas. The only clear theme is that increasing numbers of master's students have little or no prior training in Anthropology and see our degrees as conversion programmes; this has implications for the content of the teaching.

Student numbers:

Currently we have similar numbers of taught post graduate and undergraduate students. Given the new funding environment, constraints on self-funded graduate students, and pressures on us to increase our undergraduate quota over the next four years, we are anticipating increasing our undergraduate numbers more than graduate students.

Changing student needs:

An increasing proportion of our masters students take our anthropology programmes as conversion degrees. Therefore we need to provide a basic training in core theory and concepts. This means we are developing parallels between our undergraduate and masters curricula - a move which is going to simultaneously streamline staff teaching and input.

Catch-up teaching :

Decreased generic skills training at A-level, plus the unfamiliarity of our teaching methods and requirements at masters level, are placing additional demands for basic skills which we are responding to via improved documentation and the writing tutor (see above). Many students lack basic essay-writing skills and good use of language to express ideas. Since the primary transferable skill we have to offer is teaching critical thinking and writing, the College urgently needs to deal with this issue, since on a departmental level we are not equipped to rectify it.

g) How does the department support staff to develop their teaching? How will the department ensure that staff can give due priority to teaching activity within their overall teaching load? How will the department recognise staff for excellence in teaching?

Drafters are invited to outline the support currently offered to staff with teaching responsibilities, and to consider how this support might be enhanced or extended over the coming years to better support the department – and UCL – in realising its aspirations for teaching and learning.

Support may include:

- * *Work with CALT, via consultancy or attendance at relevant training courses*
- * *High profile for completion of the PG Certificate in Learning and Teaching in HE for all new lecturers*
- * *Regular peer observation of teaching*
- * *Nominations for Provost's Teaching Awards*
- * *Release to attend national conferences on pedagogical issues or to publish on pedagogical issue*
- * *Staff rotation around key teaching 'enabling' roles (e.g. Chair of Departmental Teaching Committee, Undergraduate Tutor)*
- * *Acknowledgement of the importance of teaching as an academic activity*
- * *Expectation that staff will seek to innovate and keep their teaching expertise current*
- * *Staff away-days*
- * *Whole-staff involvement in strategic planning for the development of teaching activity*
- * *International collaborations on teaching and learning with overseas partners*

Teaching review and recognition is built into the appraisal scheme and into the promotion structure. Emphasis is given in promotion to the development of course modules and the organisation and running of masters programmes. Staff who have carried additional loads in teaching as a result of initiating new course or covering for staff on sabbatical are recognised through a combination of light terms and commendation to the dean for special recognition during promotion or out of cyclical incremental acceleration.

In line with our general philosophy that staff are professionals with their own teaching and learning experience and able to draw on this for developing courses there are not many formal pathways where teaching is promoted in the department. Staff are encouraged to attend CALT courses and seminars although more could be done to promote this. Recognition for good teaching is given through nominations for provost's teaching awards (we have received two in recent years).

Many key teaching administration roles have been consolidated in recent years in the post of deputy head of department – which includes being departmental tutor and chair of the teaching committee. This has proved a more effective way of managing a complex tri-partite department. However all staff are personal tutors to undergraduates, many are master's tutors and there is a representation of at least two staff from each subsection on the teaching committee. Other key roles related to undergraduate and postgraduate teaching (admissions tutor, exams tutor, chair of staff student committee) are rotated around between staff

4 Financial Context

a) What are the financial / resource implications of the department's strategic aims for 2011-15?

Drafters should consult their School Finance Director for assistance with this question. The following prompts should be considered:

- * *From what activities does the department derive its teaching income? Do you anticipate that this will change (e.g. through changes in your student profile/demand) and how will you respond?*
- * *Does the department use income from other sources to support the delivery of teaching and learning on full degree programmes (e.g. short courses; CPD programmes; cross-subsidy from other departmental activities).*
- * *Describe any strategies you have identified to improve the cost-effectiveness of your programmes. Have they been implemented and what has been the outcome?*
- * *Outline any Faculty / departmental mechanisms and processes that are used to consider the financial viability/sustainability of new modules or programmes.*

Within S&HS all significant resource allocation decisions are taken at the Faculty level and by the Deans, working with the School Finance Director, the Faculty Manager and other staff both within the Faculties and from elsewhere within UCL as required. In order to make their decisions these Faculty teams use student, staff and financial data obtained from a number of sources

b) What central support or resources (if any) will be necessary to support the department in achieving its objectives in each of these areas?

- More core study skills courses laid on centrally, particularly writing skills in the first year
- Improvements in PORTICO
 - Course registrations should be updated MUCH earlier in the academic cycle so that up to date course lists are available
 - Changes to student registrations should be updated across PORTICO and the different sections of PORTICO should be linked (at present there are many anomalies)
- Improvement of NSS system so that these nationally available data are actually collected from final year students - at present those who have intermitted are targeted in the year they WOULD have finished rather than their actual final year (this should be possible via PORTICO)
- Maintaining support and resources for the library including the TLSS service and the excellent subject librarian provision
- More central support for payment and training of TAs
- Increased financial support for Master's and PhD students so that we can retain excellent undergraduates to post-graduate level. These students often make the best TAs because they understand the broad based degree that students are following
- Access to more teaching space over which we have control: this includes more control over the teaching rooms within the department and more reliable access to good teaching spaces near by.