QUALITY IMPROVEMENT PLAN FOR THE FACULTY OF EDUCATION

Recommendations of the Faculty of Education supported by the PRG	Faculty Action to recommendation	Responsibility	Time-frame/Status (From - to)	Issues for Decision by An Bord and/or Management (where applicable)
1. *Student Handbooks*: with effect from Sept 2005 every course will have a Student Handbook (within the BA (ADEd), a year-by-year Handbook will be issued). Each student will receive a Handbook. These Handbooks will contain course descriptions; learning objectives for the course and for all modules within it; assessment details – how, when etc; schedules; staff profiles; reading lists etc. (Most of this material is currently provided in various forms, but not in one consolidated handbook).	IMPLEMENTED As from Sept 05, Student Handbooks were prepared and issued to all students on BA, HDipADEd and HDipCAEd courses. These will be further developed and issued at the start of each academic year	Ann Fitzgibbon Helen Fagan	September 2005 (recurring)	*N/A (to be reviewed if college introduce common format for all student handbooks, as per Postgrad.)*
2. *Faculty Profile*: the Faculty needs to assert its profile and identity. Some small initial steps will include – • A Faculty Staff Notice board will be mounted with photos of staff and their roles (particularly important for visitors) • All staff to have personal business cards • Staff profiles on the website (and included in the Self Assessment Report) including areas of practice, teaching specialisms and research interests • All areas of Faculty work to be regularly showcased in college – work to be displayed and mediated from school pupils, from CEAD students, from community settings etc. • Frequent presence of schoolteachers and pupils, of museum and gallery staff, of community agency personnel etc. • Faculty staff to attend and present at conferences • Copies of the Faculty Mission Statement (and where appropriate individual course aims) to be mounted and displayed for all students and visitors.	Furniture and plants to be installed at lobby area, Floor 2 School of Design. Notice-board and photos to be mounted on entrance lobby Floor 2 Business cards have been ordered IMPLEMENTED (Partially) IMPLEMENTED (Partially) Regular displays of work are mounted on Floor 2 (e.g. school pupils' exhibition March/April 06; core students' block Feb 2006). Appropriate provision for CEAD student work to be identified In train IMPLEMENTED (to be remounted)	T. Jenkinson/H. Fagan Tony Murphy Tommy Jenkinson Helen Fagan Head of Faculty / Helen Fagan Alex Scott; Dervil Jordan Nuala Hunt T. Jenkinson	September 2006 May 2006 Jan - June 2006 In train Sept 2006	*N/A*
3. *Individual staff plans*: each individual staff member will draw up an annual development plan with the Head of Faculty. This plan will include individual goals for professional practice and research, which may involve conference attendance, professional development courses, art and design projects and commissions etc.	IMPLEMENTED for most staff - to be reviewed in autumn; common template to be circulated for staff.	Head of Faculty	Sept. 2006	*N/A*

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4. *Course evaluations*: all courses and modules will be expressed in terms of learning outcomes. Student evaluation of courses will be undertaken on completion of all courses/modules.	COMMENCED detailed evaluation reports have been produced of Elective modules. Learning Outcomes to be presented for all modules – June 2007	A. Scott/ A. Fitzgibbon	Sept 05 - June 07	*N/A*
5. *Group tutorials*: the introduction of group tutorials (reintroduction in BA) as a consistent form of teaching in the Faculty, reducing, but not replacing the practice of individual tutorials. This is designed to free up staff but more importantly, to encourage collaborative teaching and learning environments and peer teaching.	To be considered at planning sessions for 2006/07	H. McAllister/ A. Scott	June 06 - Oct.06	*N/A*
6. *Website*: Faculty website to be regularly updated. Examples of student work on all courses to be included. Links to be established with Art Teachers' Association re in-service education supports on web.	To be implemented by end of current academic year. Protocol and scheduling for updating to be introduced: December 2006	T. Murphy	June 2006 and recurring	*Liaison with College Webmaster, to ensure complementary approaches.*
7. *Student e-mails*: all students to have personal e-mails and access to web-linked computers; communications with students to be by e-mail.	IMPLEMENTED - usage to be reviewed	Head of Faculty/ Helen Fagan	June 2006	*N/A*
8. *ICT Presentations*: All students to be introduced to PowerPoint and key presentations by students on BA, HDipADEd, HDipCAEd to be submitted on PowerPoint.	IMPLEMENTED - all 2006 presentations on Classroom Practice through PowerPoint Use of Moodle network to be introduced -	T. Murphy; D. Jordan	Jan 2006 recurring June 2007	*College policy, protocols and support for Moodle to be in place*
9. *Staff meetings*: provision will be made for greater involvement and participation of part-time staff in meetings relating to the various courses and programmes.	To be reviewed June 2006. System for engagement with part-time staff to be in place September 2007. At least one general meeting for all staff (whole-time & part-time) on each course to be held each year	Head of Faculty /Helen Fagan	June 2006- Sept 07	*N/A*

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10. The PRG recommends optimising opportunities for flexibility that modularisation provides at both u/g and p/g levels.	Faculty has incorporated modular planning in all programmes. Elective modules offer particular opportunities for flexible relations with other faculties at u/g level (See section A.4 above)	A. Fitzgibbon/. A. Scott	Ongoing	*Need for college-wide policy on modules, especially in relation to student mobility across courses*
11. The PRG supports the development of a taught Masters in this (Community Arts) area, possibly on an inter-disciplinary basis. We understand that this is currently being developed.	MA in Participatory Culture is currently being developed, in conjunction with Fine Art and Head of R&PGD	Head of Faculty /N Hunt/ M. Wilson	Sept 05- Sept 07	*Staffing requirements for new course, including shared staffing arrangements between Education and Fine Art*
12. The PRG recommends giving consideration to greater integration in studio practice with non-Education students, for students in Education beyond Core year. This would have the benefit of helping Education students to integrate more effectively into the College generally. The current situation whereby studio specialists are engaged solely in teaching education students, and where post-Core education students do not share studio classes with non-education students, might be reconsidered in the longer-term and within any faculty restructuring that might occur.	Year 2 elective modules have been the immediate point of engagement. As the modular provision within the college is developed further, other opportunities of integration or engagement with other departments will be explored.	A. Scott/A. Fitzgibbon/H. McAllister	Sept 05 - ongoing	*N/A*
13. Teaching practice supervision might be extended beyond the small number of staff involved at present. This should be seen as an opportunity for *all* members of Education staff with the appropriate qualifications to enrich the relationship between NCAD and the schools and the school communities. It also enriches the relationship between all teaching staff and students.	Elements of collaborative practice to be explored between studio and classroom practice. Studio Practice tutors will be involved in CP observation, and in tutorial engagements re classroom practice. CP will require students to develop at lease one scheme re personal Studio Practice.	D. Jordan/ A. Scott	Sept 06 - June 07	*N/A*
14. The communication potential of e-learning should continue to be tapped and developed.	E-learning opportunities to be developed from current ICT applications and interventions	T. Murphy/ D. Jordan	Sept. 06 - June 07	*Development of e-learning will require QI support in terms of staff development, development of on-line materials, and hardware/software as appropriate*
15. The PRG recommends that structures are initiated to involve a larger number of Education Faculty staff in the supervision of postgraduate research students. This might initially involve joint supervision and/or staff development initiatives to support staff in this endeavour.	Supervisory teams have been established for current P/g students. These will be further developed through the coming academic years	Head of Faculty / M. Wilson	Sept. 06 - June 07	*N/A*
16. In the context of the development of a taught masters degree in Education and the expansion of research students and education research generally, the PRG recommends that the holdings in the Education section of the Library be developed and expanded.	Issues to be explored with Librarian. Education Staff to draw up prioritised Bibliography.	D. Jordan/ E. Murphy Librarian	Sept 06 - June 07 December 2006	*Expansion of Education section in Library will require significant one-off investment*

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17. Consideration should be given to reorganising all the resources of the Faculty to provide a more equitable service/support for CEAD programmes. This reorganisation may need to extend beyond the Faculty of Education to the wider College community.	Resource allocations will be reviewed in order to clarify what resources are required and what can be made available to CEAD. Head of CEAD to draw up proposal outlining the implications of changes to continuing education provision including Certificate and Diploma courses (May/June '06) Subject to discussion and approval a plan will be developed. The Faculty will recommend that a plan be adopted by Faculty Board and AC and An Bord.	Head of Faculty / N. Hunt	May 06 – June 06	*Maximising student participation in quality accredited courses full-time and part-time requires an equitable and balanced allocation of resources. Decisions concerning access to space and facilities must be inclusive of students seeking flexible progression options. This should form part of a policy adopted by college.*
18. The accommodation currently available in John's Street for CEAD students is unsuitable and inadequate. If the achievements of CEAD are to be sustained and acknowledged, the issue of accommodation and general resourcing will have to be addressed.	The proposal outlined above (section one) will address issues of access to space, and facilities with a short term and longer-term view. The proposal will consider quality of space and priority times for accessing space. Access at weekends and improvements to John Street are essential in sustaining the development of CEAD. The proposal will form the basis of an action plan to be adopted by college.	Head of Faculty / N. Hunt/ Director	Sept 07 – June 09	*To support the development of a lifelong learning provision at NCAD which is aligned with government policy in terms of higher education.* *An Bord to discuss and agree a plan which addresses the above policy issues and implications.*
19. A more flexible use of faculty staff may help reconcile the imbalance between initial teacher education courses and CEAD.	A review of CEAD requirements in terms of specific academic needs will be carried out. The possibilities of flexible staff arrangements will be explored in this context.	Head of Faculty / N. Hunt	Sept 07 – June 09	*It is likely that new certificate/diploma courses will require new, dedicated staffing arrangements.*
20. While the PRG recognises that it would not be appropriate to accredit all CEAD courses, there is a demand for accreditation of courses within a credit accumulation model and this should be addressed. Any such model should be efficient and should not be too long-drawn out, (i.e. a model which enabled a student to progress to degree level via the certificate and diploma route, should not take significantly longer than the traditional degree course). The PRG understands that Academic Council has this year adopted a document which sets out an accredited progression route for adult learners within NCAD.	AC has adopted a policy document (2005) outlining continuing educations' role in developing and delivering flexible accredited Certificate, Diploma and Degree based options. New accredited courses have been presented to AC in 2006, and further progression options are being examined by the Head of Continuing Education. Further discussion with Heads of Faculty is required to establish a coherent approach to the development of a Degree based progression route that addresses the issue of duration, standards and responsibility for delivery.	N. Hunt/ Head of Faculty / Director / Registrar. Heads of Faculty Human Resource Manager	Sept 07 – June 09	*An Bord to adopt policy in relation to increased certification options and progression route offered by continuing education*

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21. It might be appropriate to reconsider the designation of this course (DVI) as beyond a pre-degree certificate course. If this were to be done, the issue of learning outcomes and bench marking standards would need to be addressed by the Faculty and the College.	CEAD is in the process of developing its provision to include a range of course options at different levels within the NQF. DVI will be reconfigured in '07 to align with other developments in CEAD. CEAD has led the college initiative on Learning Outcomes and awaits Faculty responses to levels and standards, 06/ Spring 07.	N. Hunt Head of Faculty Academic Council	May 06 – Spring 07	*N/A*
22. Virtually none of the support facilities available to teacher education students appear to be available to CEAD students. This issue needs to be addressed.	Head of CEAD to establish what supports are required and attempt to achieve a level of parity with daytime provision. A proposal is being prepared with implications for actions. To go to Faculty Board and then to AC.	N. Hunt/ Head of Faculty/ Faculty Board Registrar/Director	May 06 – May 07	*N/A*

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23. The PRG cautions against the integration of Education, Core and HADCom without further discussion and a more clearly articulated rationale. While "Contextual Studies" may have meaning within the art and design community, the PRG is not aware of any other Higher Education Institution nationally or internationally that includes Education within the remit of Contextual Studies.	The Education Faculty will continue to explore the implications of restructuring, in conjunction with the College management and with other faculties.	Head of Faculty	June 2006 – June 2008	*Policy developments in this area will require college-wide consultation and co-ordination.*
24. The PRG recommends that the College maintain its current financial practice of allowing funding acquired from non-core sources to accrue to the Faculty. Any change in this policy could prove to be a disincentive to staff.	Securing external funding remains a priority for the Faculty, recent support from the Irish Youth Foundation and from An Post has been most beneficial. New sources are needed, with special reference to *Contemporary Art in Schools* project. The Contemporary Arts in Schools project is likely to be a major point of innovation in the Faculty and should generate QI support funding, perhaps on a matching funds basis with external sources.	Head of Faculty	Sept 06 – June 07	*N/A*
25. Consideration might be given to developing a swipe card system of access by students to computer printouts, as is currently the case with photocopying.	Education faculty will act in concert with College practice in this area.	H. Fagan	N/A	*N/A*
26. The PRG recommends that consideration be given by College management to developing the ICT infrastructure to enable a sophisticated e-learning portal to be established. This will enable the College to fulfil its statutory remit of providing courses on a national basis through e-learning and the use of outreach centres as well as enhancing on-campus learning. In conjunction with such a development, staff support should be provided to ensure the optimal pedagogic use of e-learning.	Education faculty will act in concert with College practice in this area. (See section 14 above)	T. Murphy/ D. Jordan	Sept. 06 - June 07	*N/A*
27. Consideration might be given to some income generation through the sale of materials to students to support additional hours for the technical member of staff of the Faculty.	This will be explored, but cost benefits are likely to be minimal. A sales system already exists.	T. Jenkinson/H. Fagan	September 2006	*N/A*
28. While the PRG recognises that there are IR problems in relation to extended opening hours for the Library, it recommends that negotiations be continued to ensure Saturday opening is extended beyond the current period of October to March.	Education faculty will continue to press for extended opening hours.	Head of Faculty	N/A	*The issue of extended college opening times, especially at weekends is central to many Faculty developments, including continuing education, taught Masters course and CPD courses for teachers.*

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29. While the PRG again recognises the IR problems involved in enabling the resources of the College to be available at the weekend, such access would be essential if CPD courses are to be developed in the Education area. The PRG recommends that every effort be made to resolve this issue. It is no longer acceptable that such a well-resourced publicly funded third level facility such as the NCAD, is inaccessible to staff and students at weekend.	Education faculty will continue to press for extended opening hours.	Head of Faculty	N/A	*The IR issues associated with these developments are outside the control of the Faculty.*