

CEAD Quality Improvement Plan *Report November 2010*

Introduction

The attached QuIP sets out the ongoing stages of change and reform that are currently taking place in the centre for Continuing Education in Art and Design (CEAD). The plan is presented according to the standard template, and in particular, it is shaped by the recommendations of the Peer Review Group.

However, the imminent structural changes envisaged in NCAD provide a context to reconsider the structure, mission and identity of CEAD itself. Just ten years ago, a major restructuring of continuing education in NCAD took place. The result was the replacement of the old CEER provision (an entity, separate from the faculty structures of NCAD, providing non-certificated, 'extra-mural' courses) with no curricular or academic connection to the college. The new CEAD was located within the Faculty of Education, a dedicated Head was appointed and six key fields of activity were envisaged:

1. Continuation of the tradition of part-time education within the college;
2. Introduction of credit-bearing courses;
3. Development of access provision;
4. Community outreach activities;
5. Staff and curriculum development;
6. Collaboration with faculties and departments.

Since then, considerable progress has been made on all these fronts. Part-time education in the college is now characterised by a range of credit-bearing courses at certificate and diploma levels, with a route to part-time degree currently being constructed. A separate Access unit has been established within the Faculty of Education. Outreach activities have been developed in various ways, notably through the introduction of the Postgraduate Diploma in Community Arts Education and in associated research in relation to student placements. Staff and curriculum development initiatives have been undertaken in respect of module descriptors, learning outcomes, NFQ alignments and related supports.

Within new structures at undergraduate and postgraduate levels in the college, as well as the emerging Strategic Alliance with UCD, it may be appropriate to reconsider the role of part-time education and the function of a centre such as CEAD.

- Part-time education might best be seen as closely tied to the full-time provision of the college, with increased responsibility for provision to be shared across the new disciplinary structures of NCAD.
- Staff and curriculum development might be best seen as a central provision of college.
- Outreach activities, similarly, might be best synergised across all provision in fine art, design, education and visual culture.

CEAD as we know it at present may be reconstituted into a more integrated provision, administratively and academically across college. However, the issues addressed in the following QuIP report will remain important in whatever configuration emerges.

2010 onwards - Integrating CEAD and developing LLL at NCAD

Life Long Learning: Supporting lifelong learning through strategic planning, development and provision in three Primary areas of activity:

Community Links outreach	Teaching and Learning	Participation and Progression
<p>Develops links with community groups support agencies, others,</p> <p>To encourage links to college, develop guidelines for placement experience,</p> <ul style="list-style-type: none"> • Placement, Workshops, • Platform for dialogue, discursive, • Events, activities, other etc <p><i>(not a service or admin support)</i></p>	<p>Lead college initiatives to support teaching and learning,</p> <p>Develop a college based strategy for teaching and learning, that links to policy and strategic developments</p> <p>Develop on line resources in teaching and learning for staff,</p> <p>Share learning and knowledge re modularisation and part-time learning across college,</p> <p>Support research informed and scholarly teaching at NCAD,</p> <p>Support implementation of national policy initiatives in terms of NAIRTL, Bologna etc through workshops, seminars, events etc.</p> <p>Consider development of qualification in T+L, or establish links to an existing qualification,</p>	<p>Provide an extensive part-time programme for mature students, offering participation and progression in art and design education (preparatory, professional development, progression) across discipline areas,</p> <p>Establish credit accumulation options,</p> <p>Align PT qualifications to FT, ensure transparency and parity in terms of outcomes, ects, student support,</p> <p>Ensure a wide and inclusive audience for participation through programme renewal and flexible provision,</p> <p>Research on part-time art and design higher education,</p>

Towards Integration - Operational Priorities - Implementing QUIP

MODULE MAPPING- SPRING 2011

Organise a workshop for part-time and full-time teaching staff at NCAD. Part-time teachers on the undergraduate programmes will present modules they are teaching and invite full-time staff to establish where the modules might fit on the full-time degree map in terms of: themes, learning outcomes, programme outcomes. This should provide for an exchange of views, investigation of key ideas informing curriculum development and student learning at different stages (Spring 2011) This workshop will be followed by a more substantial event later in the year, which is about creating a shared understanding of lifelong learning and its role within the institution.

CREDIT ACCUMULATION

PT, Certs and Diplomas' will be aligned to full-time programmes, in terms of learning outcomes, assessment procedures, and described in terms of Level 7. This will be facilitated through meetings, participation at workshops, and presentation of a proposal to academic council in 2011. Accumulating credits at NCAD:

- YEAR 1 30 / 60 = PT Certificate, Diploma L7, exit
- YEAR 2 120 = credits, L7,
- YEAR 3 180 = L8, BA honours

PT UG Certificates are exit qualifications as well as part of a progression pathway.

PT UG Diploma is an exit qualification also offering a progression option to L8. (*When NCAD constructs a BA that is 180 credits and agrees for 60 credits per academic year, then learning outcomes are written at the proposed exit level, 7, 8, and credits are accumulated and reflective of each stage of the learning process.*) Curriculum planning has to be provided for in a manner that is transparent, inclusive and addresses issues of accountability.

INCREASED INTEGRATION AND COMMUNICATION BETWEEN FT / PT

Programme Boards

Establish a formal forum (Programme Boards) within the college where full-time (FT) and Part-time (PT) staff can discuss; academic development, student learning, academic planning and programme development, quality assurance. PT staff representatives are asked to participate.

Through dialogue establish appropriate supports for the integration of part-time provision across college and investigate appropriate structures to support same.

INFORMING COMMUNICATING WITH FT + PT STAFF

SUPPORT FOR LEARNING

In the context of on-going changes post-Bologna, then students (FT, PT) should be informed about how to: navigate progression, understand credit accumulation, recognise implications of modularisation and ensure an informed decision-making with regard to programme choice and discipline identity. CEAD/College will design and develop material and use open days and similar events to encourage information sharing.

WEB BASED PLATFORM TO SUPPORT PT STAFF COMMUNICATION

Web based site owned by CEAD/PT staff, hosted on the college website, this should be an information sharing forum, a resource on all part-time programmes, a space to discuss, share information and consider issues relating to student learning, progression and access for CEAD courses. Facilitated by Head of CEAD but not monitored or directed.

CEAD Operations,

In the future as integration of CEAD takes place then the developmental, administrative, admissions, technical support and academic functions within CEAD to be revisited. Introduce a college-based process and set of procedures regarding: timetabling, shared space, access to facilities, that is formally established with Heads of faculty and communicated with Heads of department other staff.

Administration and Management

- Programme Administrator – Front line administrator,
- Part-time dedicated admissions back-up administrator (specific to admissions, for 4 weeks per calendar year)

Occasional part-time Technical support (course specific, autumn/summer) bundle of hours, to address; materials storage, set up of spaces,

Managing access to space/facilities within Integrated model,

- Design a PT College Timetable Programme, room-booking template, agree and disseminate,
- Sharing of facilities and accessing of space agreed with Heads of faculty/departments. Some accredited courses require access to particular facilities, equipment, this should be agreed with senior management in advance and not negotiated locally.
- Communication of procedures around room allocation/usage agreed with key stakeholders in advance,

- A set of guidelines for accessing and using spaces will be agreed and communicated to FT/PT staff, where staff deviate from the procedures they should inform key parties (such as students, attendants and other staff) where issues arise and have consequences, then PT staff will be required to address this through a formal meeting, such meetings will be faculty or programme based.

CEAD
QUALITY IMPROVEMENT PLAN
NOVEMBER 2010

1. Higher Order Objectives

Recommendation in Peer Review Group Report	Department Action to recommendation	Faculty Action to recommendation	Responsibility	Time-frame / Status (From - to)	Issues for Decision by An Bord (if applicable) / Management Response
1.1 Review and agree the mission of CEAD in the context of the broader developmental ambitions of NCAD. It is particularly important that this is done at the current juncture in view of the changing context for higher education as a whole and in relation to any new strategic alignments that NCAD may enter into.	In the context of strategic change examine other models of lifelong learning, and continuing education, in higher education (UCC, UCD, CStM, Goldsmiths'). Identify expectations for lifelong learning in keeping with NCAD strategic plan. Hold meetings with stake-holders, internal and external and agree a mission for CEAD/Lifelong learning that is linked to timeframe, actions and implications for college.	<i>Process CEAD review through Faculty Board and Academic Council. Align CEAD LLL proposals with other Faculty policies, especially, part-time degree, modular provisions at undergraduate level and Masters provision.</i>	Head of CEAD, Head of Faculty of Education, Director	Spring 2011- Spring 2012	.
1.2 Determine a structure and location for CEAD within the institution which reflects the strategic importance of life-long learning within the institution as a whole which could be underpinned by the following principles and objectives: <ul style="list-style-type: none"> ▪ An institutional commitment to life-long learning and to removing all barriers to participation. ▪ All students should be regarded and treated equally. ▪ A common framework of access and progression which will apply to the College as a whole thereby ensuring that there is a negotiated 	In dialogue with Director, Head of Faculty, consider a range of: models, functions, expectations, structures and resourcing for an integrated continuing education in the future. The integration of PT education should be closely tied to FT provision, academically and administratively, this will require changes to structures. Establish a progression route for part-time students which is integrated and aligned to revised college structures as linked to strategic changes 3/2/3. Examine CEAD's role as: flexible	<i>Incorporate CEAD proposals within Faculty proposals for restructuring in context of 3+2(+3). Oversee development of part-time route to BA degree, in conjunction with revised 3-year undergraduate programme. Examine implications for NCAD of strategic alliance with UCD,</i>	Head of Faculty, Head of Dept., Director	March 2011- Sept.2012	

	<p>integration at organisational and operational levels between the continuing education provision and full-time provision of the institution.</p> <ul style="list-style-type: none"> ▪ Utilise the research dimension of the Centre to underpin the development of all academic courses, recognising that the outcomes of the research may be deduced from multiple sources and be qualitative as well as quantitative in nature. ▪ That CEAD continues to play a curriculum development and curriculum leadership role as well as an academic support role. ▪ That CEAD supports the institution-wide reorientation towards lifelong learning by building upon and disseminating the expertise it currently holds regarding the particular issues which arise surrounding part-time and adult learners. ▪ That NCAD in committing itself to life-long learning should work to change the funding models which disadvantage part-time students, inhibit course development and progression and negatively impacts learners from disadvantaged backgrounds. 	<p>course provider, resource for teaching staff, providing support for academic development, etc.</p> <p>Produce a 3 - 5 year plan based on agreed underpinning principles and function. Identify key strategies, key personnel, structures required to support and facilitate implementation of a plan.</p> <p>Establish a function-role for CEAD as a support, resource for teaching and learning linked to the implementation of national policy initiatives at NCAD. Map implications of changing roles and responsibilities and resources required.</p> <p>Where learning is to be shared then opportunities for staff development workshops or similar should be organised and provided for participation of FT / PT teachers.</p> <p>That NCAD review existing approaches to academic practices and consider appropriate plan for curriculum development with CEAD having a function within the process that is developmental, research informed and or resource based, that could be linked to staff and strategic developments across college. Maximise opportunities where links can be established between F/T and P/T staff and students, programme board etc.</p>	<p><i>especially in relation to the UCD School of Education and UCD Access and Lifelong learning unit.</i></p> <p><i>Ensure that any internal restructuring of NCAD Faculties and Departments incorporate dedicated provision for part-time education and dedicated provision of teaching and learning support, lifelong learning and curriculum development.</i></p> <p><i>Develop platforms and structures where part-time and full-time students and staff can collaborate and share their experiences and practices.</i></p>			
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2. Operational Priorities

Recommendation in Peer Review Group Report	Department Action to recommendation	Faculty Action to recommendation	Responsibility	Time-frame / Status (From - to)	Issues for Decision by An Bord (if applicable) / Management Response
<p>2.1 It is important that the issue of the integration of the Centre with the rest of the College be rapidly advanced. This should happen by a process of internal dialogue and debate in a spirit of collegiality such that the entire college community shares a sense of ownership and active engagement with life-long learning.</p>	<p>Clarify 'integration' – in terms of structures, facilities, functions, academic provision, research, resourcing and management. Undertake an audit of CEAD function and compare to other Departments. Through dialogue with senior management, Heads of Faculty, and other staff agree a means of implementing key features of integration based on a shared understanding of integrated provision and reconfigured Centre / other, and what it can provide. Organise module mapping staff workshop. Invite key stakeholders to participate in once off event led by adult learners 'CEAD was, is...., CEAD could be, CEAD should not be?'</p>	<p><i>Ensure that any changes to current models of administration in NCAD incorporate explicit support for functions currently carried out by CEAD (registration of part-time students, examination administration etc.).</i></p>	<p>Head of CEAD, Head of Faculty, Director</p>	<p>Jan.2011 – Summer 2012</p>	
<p>2.2 Integration can be facilitated by evolving the current role of full-time staff as external examiners to one of direct engagement in the teaching and support of some of the CEAD courses.</p>	<p>A proposal should be formulated based on consultation with existing part-time teaching staff, HR and Heads of Faculty. Where FT staff take on a role in part-time provision, knowledge of adult learners needs, approaches to learning and basic training in adult education should be offered.</p>	<p><i>Consider the development of internal programme of accreditation for staff in teaching in higher education, teaching adults and teaching non-traditional learners.</i></p>	<p>Head of CEAD Head of Faculty, Registrar, Director</p>		
<p>2.3 While the procedures whereby external examiner functions of CEAD programmes by full-time staff of the College enables a degree of integration, the imperatives of quality assurance suggest that the function should be external to the College so as best to ensure comparability and benchmarking of standards.</p>	<p>Cost implications need to be considered, however it may be appropriate at Level 7 programmes where students are exiting that external examiners are utilised and this features in all Level 7 pt/ft courses.</p>	<p><i>Propose that all college courses, part-time and full-time, be expressed at Level 7 or higher and that PT Diplomas onward carry external examination procedures.</i></p>	<p>Head of CEAD, Faculty,</p>		

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2.4	Part-time staff teaching on audit-credit courses could assist in developing selection criteria for the courses e.g. evidence of commitment, statement of interest	This is already the case with PDI, DVI, and Diploma. AC tutors can contribute to the process by adding to existing selection criteria and improving communication processes. However there are no resources available to increase staff hours for selection purposes on AC.				
2.5	While the PRG understands that generic assessment criteria are used, the group recommends that the Centre and the College further develop opportunities for staff to share common standards across the programmes (full and part-time); to develop agreed and appropriate assessment methodologies, feedback systems and mechanisms for benchmarking.	In the context of strategic alliance and other changes at NCAD, a college wide approach and policy to implement constructive alignment and appropriate assessment strategies across programmes should be introduced. Staff development workshops could offer opportunities to establish common criteria and strategies for assessment without imposing a standardised formula across college.	<i>To develop policy and practices in teaching and learning to enhance college programmes and ensure transparency, accountability.</i>	Staff Development Committee, Director	Spring 2011 Spring 2012	
2.6	Within a dedicated student-induction handbook, student supports, assessment criteria and processes should be fully explained to students.	Dedicated workshops for part-time staff will be organised. CEAD PT staff will be required to facilitate part-time students understanding of course requirements through a dedicated student handbook and use of course material. With college support provide on-line resource for staff in teaching and learning.	<i>Sharing of college procedures and practices across FT and PT.</i>			
2.7	Communication problems must be addressed in order to better facilitate integration and parity. There is scope for CEAD to be more proactive within the institution as whole in communicating its mission and goals. This will require an active engagement by senior management.	The mission and structure of CEAD should be clarified and communicated to all key stakeholders. Opportunities for communication about CEAD are critical and should be programmed and scheduled on an annual basis. Issues relating to timetabling and scheduling where FT and PT staff and students intersect should be introduced.	<i>Faculty will ensure that all functions currently carried out by CEAD should be catered for in the current restructuring of college courses.</i>			

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2.8	Whilst the Group concur with student feedback on the advantages of the relocation of CEAD courses to the main campus, there are outstanding issues regarding the adequacy and availability of some accommodation which need resolving.	Parity and part-time issues should be addressed through faculty forums, academic council and senior management meetings. Support for issues of access and parity require approval and decision making at senior management level.	<i>PT Programme plan will be approved at Faculty and management meetings.</i>			
2.9	The PRG recommends that CEAD continues its work towards the development of a part-time degree option in that it provides the best vehicle for the articulation of existing programmes with one another, for progression between programmes and for the operation of an integrated approach between full and part-time provision. The stated intention of the HEA to move towards a credit-based funding model lends added urgency and credibility to this proposal. Bearing in mind the particular needs and attributes of the potential student cohort on the part-time degree, while participating departments in this degree could retain the responsibility for the course content and delivery, marks and standards and assessment of learning, CEAD should play the lead role in managing the overall development and delivery of the part-time degree.	<p>Planning for a part-time L8 Degree to commence in autumn 2010. Key stakeholders and partners to be identified, and a working group to be put in place. Realistic goals to be identified, with numbers of students progressing year on year established and operating and management of programme agreed. Link to College forum which is managing the process for implementing 3+2 and changes to FT undergraduate provision.</p> <p>Course document to be prepared for submission to AC in 2011</p> <p>Opportunities for progression and transfer to be identified and agreed at academic council in a college policy paper on; transfer, progression and recognised prior learning</p> <p>Review management and operation of part-time degree in other third level colleges to establish a working model.</p>	<i>Dedicated time to be set aside to formulate documentation and proposal. Head of CEAD with assistance to buy out for research development time for 10 days.</i>	Head of CEAD, Heads of Faculties, Research	Autumn 2010- until autumn 2012	