



National College of Art & Design

**Coláiste Náisiúnta Ealaíne is Deartha
A Recognised College of the National University of Ireland
Coláiste Aitheanta D'Ollscoil na hÉireann**

**Quality Assurance Review in the Department
of Ceramics, Glass and Metals
Faculty of Design
2005-2006**

**Peer Review Report
November 2005**

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Quality Improvement/Quality Assurance
Peer Review Group Report
Department of Ceramics, Glass and Metals
Faculty of Design
Academic Year 2005/06

A Review was undertaken by the Department of Ceramics, Glass and Metals, Faculty of Design in the academic year 2004/2005. The Peer Review site visit took place on 17th and 18th October 2005.

Members of the Peer Review Group (PRG):

1. Dr. Peter Meanley, University of Ulster (Emeritus Reader) (Chair)
2. Kevin O'Dwyer, Silversmith/Sculptor (Rapporteur)
3. Dr. Frances Ruane, Faculty of History of Art & Design and Complementary Studies, NCAD (Internal Advisor)

1. Timetable of the site visit

<i>Day</i>	<i>Location</i>	<i>Time</i>	<i>Action</i>
Day 1			
17 th October	Oak Room	9.15 – 9.30 a.m.	PRG meet with Nicky Saunders, QA/QI Officer, confirm schedule and roles of each member of PRG.
17 th October	Oak Room	9.30 – 10.00 a.m.	PRG meet Director, Colm O Briain and Registrar, Ken Langan.
17 th October	Oak Room	10.00 – 10.30 a.m.	PRG meet with Neil Read, Head of CGM & Derek McGarry, Acting Head of CGM to discuss the Department and respond to any questions regarding the Self-assessment Report (SAR).
17 th October	Oak Room	10.30 – 11.00 a.m.	PRG short recap of sessions over coffee/tea
17 th October	Oak Room	11.00 – 11.30 a.m.	PRG meet with Angela Woods, Head of Design Faculty – role of CGM within Design Faculty (not available)
17 th October	CGM & College	11.30 – 12.30 p.m.	PRG, Head of Faculty, Head & Acting Head of CGM & QA/QI Officer tour Department and related College facilities – Core, Library
17 th October	Oak Room	12.30 – 1.00 p.m.	PRG meet Staff and Student Representatives of CGM informally over light lunch
17 th October	Oak Room	1.00 – 1.30 p.m.	PRG short recap of sessions
17 th October	CGM Meeting Room	1.30 – 2.15 p.m.	PRG meet with Student Representatives from undergraduate course: Adele Stanley, Ceramics Rachel Hughes, Glass Sadhbh McCormack, Metals
17 th October	CGM Meeting Room	2.15 – 3.00	PRG meet with Student Representatives from postgraduate research course: Caomhan Mac Con Iomaire, Ceramics Anthony O'Connor, Metals

<u>Day</u>	<u>Location</u>	<u>Time</u>	<u>Action</u>
Day 1 continued			
17 th October	CGM Meeting Room	3.00 – 3.30	PRG meets Breda Culhane, Department Secretary (not available)
17 th October	CGM Meeting Room	3.30 – 6.00 p.m. 3.30 – 4.05 p.m. 4.05 – 4.40 p.m. 4.40 – 5.15 p.m. 5.15 – 5.30 p.m. 5.30 – 6.00 p.m.	PRG meet with Lecturing Staff: Henry Pim, Ceramics, Lisa Young, Ceramics Jim Griffiths, Glass Henry Sharpe, Drawing Michael Cunningham, Metals, Derek McGarry, Metals & Acting Head of CGM
17 th October	Jury's Inn, Christchurch	6.15 – 7.15 p.m.	PRG review findings to date
17 th October	Mermaid Cafe	7.30 p.m.	Dinner with PRG, Head & Acting Head of CGM, QA/QI Officer
Day 2			
18 th October	CGM Meeting Room	9.30 – 10.00 a.m.	PRG meet with Core Studies Representatives: Joe Wilson, John Waid
18 th October	CGM Meeting Room	10.00 – 11.30 a.m. 10.00 – 10.30 a.m. 10.30 – 11.00 a.m. 11.00 – 11.30 a.m.	PRG meet with Technical Assistants: Phil Roche, Metals, Anthony Carey, Metals Michael Duhan, Ceramics, Paddy Moloney, Ceramics Isabelle Peyrat, Glass
18 th October	Oak Room	11.30 – 1.00 p.m.	PRG draw up draft report with QA/QI Officer over T/C
18 th October	Oak Room	1.00 – 2.00 p.m.	Working Lunch with QA/QI Officer
18 th October	Oak Room	2.00 – 4.00 p.m.	PRG complete draft report
18 th October	Oak Room	4.00 – 4.30 p.m.	PRG present recommendations of draft report to Director, Registrar, Head of Faculty, Head & Acting Head of CGM and QA/QI Officer

The time was used efficiently, with valuable information and perspectives emerging from interviews. There was, however, insufficient time for this PRG to prepare a draft report for oral presentation.

2. Peer Review Methodology

It should be noted that prior to the site visit additional information in the form of SWOT analyses were sought and supplied.

Having read and having taken extensive notes on the Self-Assessment report, the PRG did not designate separate areas of responsibility for the visit but did designate Dr. Meanley as Chair. The group discussed possible questions prior to each interview and summed up responses immediately afterwards. Each member took notes separately and key points were distilled and synthesised for oral report. This process was satisfactory as the members were in complete agreement on findings. Draft reports were circulated through the QA Officer for additions and revisions leading to a final report that was agreed by all members of the PRG.

3. Description of the Department of Ceramics, Glass & Metals (CGM)

3.1 Mission Statement:

The Department of Ceramics, Glass & Metals aims to develop students' creative ability both practically and conceptually furnishing individuals with the appropriate making skills and language with which to express their ideas.

The course introduces students to a range of techniques through group set projects, progressing to individual set projects, culminating in final year when personally motivated work is emphasised leading to the creation of a body of work for examination and public exhibition.

Craftsmanship, concept development, professional ability, innovation, communication skills and a creative approach to problem solving are valued and fostered by the Department. These qualities enable graduates to embark on a variety of career paths in art, craft, design and education.

3.2 Department History:

The department holds records of graduates back to 1978. Since then 485 individuals have graduated from the department, 212 from Ceramics, 110 from Glass and 163 from Metals. A further 27 graduated in June 2005.

Many of these graduates are now well established both at home and abroad as practitioners in their specialist subject areas, in teaching, education, arts administration, or employment associated with these subjects such as industry, museums and marketing.

Initially the areas were grouped under the name "Hand Craft Design"; in 1979 this was simplified to 'Craft Design'. This heading served reasonably well, however they did not clearly explain the discrete specialisation taught in the department, these always required further explanation when dealing with applicants, other colleges and outside agencies such as sponsors.

In January 2001 the name was therefore changed to the longer but clearer 'Department of Ceramics, Glass & Metals', shortened for convenience by some to C.G.M.

At first the qualification offered by the Department was a Diploma. This was eventually phased out, the last Diplomats graduating in 1990. The first Honours Degree intake joined the Department in 1988 and graduated in 1991.

In 1991 the Departments first MA joined the Ceramics area and since then this aspect of the course has developed slowly in all three areas.

3.3 Place of the Department within the College Structure:

The three areas of the department are represented on the Department Board and the Quality Assurance Group. Academic and Technical staff plus one student representative from each area attend both these meetings which are chaired by the Head of Department.

Reports are tabled from each area at the Department Board and these with the Head of Departments' report are blended to produce a Departmental Report for Faculty Board.

Faculty Board is formed from the staff and student representatives from the four Departments; Ceramics, Glass & Metals (C.G.M.), Industrial Design (ID), Fashion & Textiles (F & T) and Visual Communications (Viscom). These meetings are chaired by the Head of Faculty.

There are three other faculties, Fine Art, Education and History of Art & Complementary Studies (HADCom).

At Academic Council reports from all faculties are tabled. Each faculty is represented by the Faculty Head, plus one other elected Academic representative. These meetings are chaired by the Director.

At present the Head of Ceramics, Glass & Metals is the elected Design representative and he reports back to the Heads of Department in Design and tables a report at Faculty Board meetings.

Two members of college staff are elected to An Bord. These meetings are chaired by the Chairman of An Bord who is appointed by the Government.

3.4 Area Statements:

Each area provided a statement in the Department Self-assessment Report, sections of which have been included here.

Ceramics Area:

Since 1990, the Ceramics Area has undergone an almost complete transformation. The area has been able to create new student workstations, a new throwing area, a new glaze lab, an indoor raku facility a new glaze spray booth, a new plaster area, and two new staff offices. Aims for the future include developing M.A. specific studio space, an entrance lobby to the main studio, improved storage, and the removal, to the main kiln room, of one kiln currently housed in the throwing area.

Also, since 1990, the equipment housed in the building has been repaired, replaced and augmented. We have acquired new, relatively low cost items. These include: the raku kiln, the silk-screen printing bed, the slab roller, the computers and the digital camera. All this has dramatically extended the techniques that we are now able to teach to the students.

The development, to date, of the building and the equipment has been on the basis of a student intake of around 9 ceramic students per year. It would not be desirable to increase the student numbers in the building as it now stands although the area aims to increase the numbers of M.A. level students in the Department. Ceramics currently has 5 M.A. students this academic year, but the area must continue to look at ways to advertise and promote the course.

Glass Area:

NCAD is unique in Ireland in offering courses specialising in glass at primary degree and post-graduate level. Graduates have a good track record on leaving the college. While not all continue as practitioners in glass, many work in related areas.

In the past decades, the department has developed its facilities and students can currently avail of the following:

- Furnace – hot-glass
- Kilns – kiln work
- Cutting and sand-blasting, - cold glass
- Studio facilities – stained glass.

Thus students can experience a wide variety of techniques in glass-blowing, sand-casting, slumping, casting, mould making, *pate de verre*, grinding, polishing, carving, stained glass and enamelling. (Current health and safety considerations preclude us from working with acid).

A number of successful projects have been run in conjunction with various sponsors, the most recent being Rosemount Wines.

Overall the glass area is managing under difficult circumstances. Investment in new equipment is urgently needed. In recent years, much funding has been invested in IT in the college. While this is

of great importance, it should not be at the expense of facilities, which provide students with practical, hands-on experience and skill development in their chosen fields of expertise.

Metals Area:

The Metals Area feels positive in relation to course content and delivery. Its students have achieved top quality work which continues to enable the metals staff to source creative opportunities which enrich the program. High achievement at degree level, together with the ongoing success of the annual silverware design competition and other industrial collaboration, is evidence that the area has developed a strong learning environment for its students.

However, there are issues that need to be addressed as part of the quality improvement and assurance process. We have determined our short and long term objectives as a mechanism to build on our achievement and overcome apparent weaknesses.

Recruitment is a major problem for the metals area. It has to find a better means to advertise the positive aspects of studying at the NCAD. Metals would like to significantly increase the number and quality of postgraduate level students. Making contacts and visiting colleges throughout Europe, Asia, and North America should be a priority. Expanding the student and staff exchange network to include more colleges that specialise in metals and jewellery needs to be added to the departmental agenda.

The metals staff excel at pursuing and attracting academically suitable "live" sponsored projects over an extended period. In the short and long term, metals staff need continued help from department and faculty management to source design industry partners to support, maintain, and develop.

The metals staff would like the opportunity to meet more regularly with senior management as part of a college-wide curriculum development team. Our success in attracting exciting educational opportunities at a local level lead the area to believe that with coordinated expertise and vision they could dramatically build on their achievements.

4. Preliminary Comments of the Peer Review Group (PRG)

The process has been marked by friendliness, openness and a willingness to participate in the review process. A large number of interviews with staff and students were conducted over a day and a half and, although some of these interviews had to be curtailed due to time restraints, all interviews were open and informative. It was with regret that the PRG were unable to meet with the Head of Faculty (who suffered a family bereavement). Thus issues such as inter Faculty relationships and responsibilities and strategic planning could not be discussed. The PRG conclusions are based on the report, the information received throughout the interviews and the personal experience of the PRG.

The PRG notes the strong staff recruitment under the leadership of the Head of the CGM department. The commitment and professionalism of staff is to be commended as is the quality of both academic and technical staff.

The PRG felt there was a good working relationship with students, communication to students regarding projects and assessments is structured and clear. The PRG also noted the good relationship between staff in department.

The PRG was impressed by the strong links developed by CGM with industry and the successful funding opportunities the staff have researched to the benefit of the Department.

CGM provides the only 3rd level glass facility in Ireland. The combination of Ceramics and Glass in one Department is unique in Ireland—both areas can benefit greatly from one another. The small class sizes allow good student/teacher ratios.

Exchanges between academic staff from different programmes within the college and between NCAD staff and other institutions could be a useful way of providing a broader base of experience.

The PRG notes the quality of successful graduates who are now practitioners in Ireland and abroad. The student and graduate awards are impressive.

The PRG were critical of the Self-Assessment Report in that it lacked a broad self-analytical thrust, focusing too much on external factors and insignificant details. Supplementary SWOT analyses were sought by the PRG prior to their visit. Inadequate attention was paid to the philosophy, aims and objectives, the taught course and learning outcomes. This was provided to some extent during the interviews; however, the absence of this material still inhibited understanding of what the Department does. The PRG suggests that an external facilitator be used in future and further strategies formulated to help departments and faculties to focus on relevant issues and to clarify key points for the report.

PRG notes that the Library is a unique resource within the country and for the staff and students of NCAD.

5. PRG Response to Internal Report Recommendations

5.1 Internal Recommendation

The introduction of a new or re-fashioning of the existing business studies input to the course. This element of study has been provided by the Faculty of History of Art & Design and Complementary Studies. It is felt that a specific course tailored to the needs of those who wish to establish small production workshops or creative studios would be valuable.

Issues such as grant application, grant sources, basic business plans, basic book-keeping, powerpoint presentations, studio and workshop visits should be covered in a business studies programme taught to CGM students by HADCom.

PRG Response

The PRG support the recommendation.

5.2 Internal Recommendation

Computer studies was mentioned a number of times especially by graduates. A drawing programme such as Rhino and the use of powerpoint, digital cameras and projectors should be covered.

This would require the diversion of funds from the existing drawing programme because computer teaching fell victim to the 35% cut in teaching budgets in 2003. Further to this the equipment on which the subject is taught would need to be up-graded. This issue is highlighted by an external examiners report.

PRG Response

The PRG support further funding for computer studies but recognise that drawing is an important element of the course and should not be cut – additional funding should be found for both staff and students to develop IT skills.

5.3 Internal Recommendation

More contemporary CGM should be covered by HADCom. Several graduates mentioned this point. The emphasis should be on the late 20th Century and present day.

PRG Response

Reference was made to the HADCom programme but course content was not included in the Self-assessment Report. However, the PRG would support an emphasis on late 20th and early 21st century Design and the Applied Arts within the HADCom programme. It was also suggested that specific material on contemporary ceramics, glass and metals should be introduced into the HADCom element of Core Studies.

5.4 Internal Recommendation

The need for us to communicate more clearly with the students about what we do and department procedures became apparent in the questionnaire and survey results. A new department hand-book should be compiled from existing information and expanded on in the future.

PRG Response

The PRG support the production of a student handbook.

The PRG did not see the questionnaire given to students but understand that this was a unique exercise for the self assessment report. An element of student 'feedback' should become a regular element for the department and indeed for the whole college if this is not already current practice.

5.5 Internal Recommendation

The need for improved equipment is clear. This involves the re-introduction of a significant HEA Capital Grant.

PRG Response

A professional equipment base is a necessary prerequisite for quality teaching. The PRG strongly supports the re-introduction of the HEA Capital Grant.

5.6 Internal Recommendation

The need to increase studio and workshop space was highlighted by the survey including design studio for Metals, additional ground floor storage, machine shops separate from student workstations, increased office facilities and post-graduate studios highlighted in point 10 below.

PRG Response

There are space limitations in Glass and Metals which have been compounded by ad hoc acquisitions and should be addressed. This, in some instances, creates teaching difficulties and in other creates serious health and safety issues. Dust and the accumulation of overhead dirt in the Glass area is a serious safety hazard and must be dealt with immediately and on an ongoing basis.

5.7 Internal Recommendation

The introduction of an element in the course where students can, when appropriate, gain experience of other subjects should be introduced.

PRG Response

The introduction of modularisation will provide the opportunity for students to gain experience of other subjects.

5.8 Internal Recommendation

Students should be enabled to become aware of our course and subjects. This is a problem that starts in secondary schools, continues in portfolio and post Leaving Certificate courses and exists in first year (Core Studies). We should strive to have closer connections with Core and Core should appoint staff who represent our subjects. This issue has been raised repeatedly. A number of points have been discussed with Core, these include:

- a) CGM participation on the Core fieldtrips;
- b) The maintaining of the Core Blocks as diagnostic opportunities for potential specialists to explore unknown subjects without the pressure of qualitative marking;
- c) Improved liaison between visiting lecturers in Core and CGM areas to make available facilities when appropriate for the enhancement of Core students experience of our subjects.

PRG Response

Stronger links between Core and CGM are supported.

5.9 Internal Recommendation

Expand the post-graduate element of the department.

PRG Response

The PRG supports an expanded post-graduate programme within the Department. The development of the postgraduate research initiative is already strong and the PRG encourage further development at department and faculty level.

5.10 Internal Recommendation

Provide dedicated MA studios within the department and do so in a way that creates flexible space to accommodate a fluctuating number of students.

PRG Response

The PRG supports the provision of dedicated MA space.

5.11 Internal Recommendation

Increase the international mix of the student body.

PRG Response

The increase of the international mix of students should be part of an overall increase in recruitment efforts of which the staff should play an active part.

5.12 Internal Recommendation

Consider the potential of a Modular structure for the course. The department is not unanimously in favour of this – the concept of changing in order to improve may not sit happily with the move to a modular course. There is a suspicion that Modularisation brings with it additional bureaucracy taking staff away from teaching. When taken in the context of financial cutbacks there is a perception that we are being asked to do more with less. It may also harm our ability to respond flexibly to deadlines for externally sponsored projects thus reducing our self-generated income and negatively affecting our equipment purchase and publicity. This in turn negatively affects the services we can offer to students and acts against the drive to improve the quality of student intake. Despite this we have been asked to draw up an outline structure for a modular course.

PRG Response

The PRG supports a well thought out modular structure. The 3 areas should be more cohesive and interactive and a modular framework could help develop this interaction. There appears to be a lack of debate and information within College on modularisation. A college-wide seminar should be held bringing in external experts to advise all staff on modular structures and the benefits of a good modular framework. Misconceptions surround the modular framework among staff.

For modularisation to work effectively, it needs to have a college wide structure of dates, assessments and module numbers. Such elements as student movement, prerequisites and mandatory course requirements need to be considered. The PRG understands staff concerns over externally sponsored projects which need to be considered sensitively. However the PRG sees no reason why with goodwill these cannot fit within a modular structure for the benefit of the Department and the College.

Modularisation will provide the opportunity:

- to introduce a BA course as well as a BDes course within the Department
- for students to sample diverse elements both within the Department and across Faculties.

5.13 Internal Recommendation

Expand the alternative routes into 2nd year by enabling more PLC courses to apply direct to 2nd year.

PRG Response

The PRG supports the expansion of alternative routes into year 2. This is an issue for the College to consider. Aspects such as student maturity or of the suitability of other kinds of vocational qualifications, subject perhaps to a successful decision at interview may address this current difficulty.

5.14 Internal Recommendation

The need for Core to establish a CGM facility along the lines of the Print facility they have been running for some years. Equipment and support staff that ensure that Core students have successful and satisfactory outcomes when engaged with our materials.

PRG Response

The PRG supports further dialogue between CGM and Core Studies on a continual basis so that a positive attitude towards CGM is encouraged within the context of existing Core facilities and staff. Expertise in CGM related subjects should be a priority when filling staff vacancies.

5.15 Internal Recommendation

A recent meeting took place with the Head of Core Studies and a number of suggestions were highlighted for consideration and/or action so we can improve communications between ourselves and Core Studies. These include:

- a) An introductory week will be proposed to Prof. Angela Woods, part of this will involve the departments providing slide lectures, workshop visits, etc. to familiarise new Core students with college facilities. Ceramics is enthusiastic about this and it will be discussed with Glass & Metals.
- b) Core and CGM staff will liaise regarding the content of the workshops which start in week 8. It was suggested that it might be better to have 2 workshops lasting 2 weeks each, rather than 3 lasting one. This suits Ceramics very well and may be best for the students also as they get more done and can concentrate on the subject in slightly more depth.
- c) CGM will liaise with Core in mid-May regarding venues for the Core fieldtrip and our 3rd year and staff will join Core students and staff on some of these trips.
- d) There will be CGM input during the electives before the Block release. CGM will liaise with Core regarding these in early May/June.
- e) The Core staff will direct students to CGM whenever specific advice and facilities need to be accessed.
- f) CGM will have the area staff give slide lectures rather than or in addition to the Head of Department.
- g) CGM will consider a rotation in the early weeks of 2nd year so students can further experience the three areas before specialising. It is felt by Core that this would be an attraction to Core students who were unsure about specialising.
- h) Core will consider an involvement mark for the Block release. If students feel their overall mark is not put at risk by opting for an unknown subject they will be free to make a choice as a diagnostic experience. Only their attendance and participation would be monitored by a mark.

PRG Response

These are positive suggestions which begin to address problems with subsequent student entry into CGM. The PRG recommends implementation of these initiatives and encourages further constructive dialogue.

The PRG further suggests that the department re-think year 2 of undergraduate course – the narrow specialisation may inhibit entry into year 2 from Core. Application should be to the **Department** for year 2 with area specialisation commencing later within the course. If the quality of experience within Core Block Release was enhanced, it may encourage potential students to the area.

6. Additional Recommendations by the PRG

- 6.1 The Department should develop a unified strategic plan and vision with aims and objectives articulated clearly for both students and staff. The PRG recommends thorough and on-going self-analysis as a Department. The Department should consider an External facilitator to help staff develop the strategic plan. This should be implemented as soon as possible. A Staff weekend away should be encouraged on a yearly basis to develop new ideas and revisit the Departments aims and objectives for the year.
- 6.2 The name of the department gives no indication of Department ethos and the PRG recommends reviewing the name: Ceramics, Glass and Metals – does it sufficiently describe the Department and its aims and opportunities?
- 6.3 Small numbers restrict the opportunity for peer group learning. Year 4 students provide an incentive to year 2 and year 3 students both in terms of quality and aspiration but also in terms of range of opportunity. Thus, when numbers are as small as 4 or 5, not only is the critical mass of the group missing, but also major areas of practise within the group. For the health of the discipline and department, minimum numbers should be significantly increased and the College should assist this in any way possible.
- 6.4 The visiting lecturer programme is a vital aspect in demonstrating the ranges of opportunity within individual areas of practice. Where student numbers are low and where flexible money is linked to student numbers, there is a danger that major areas of practice may not be followed by students unaware of these opportunities. The strategic planning at Faculty and College level should take account of this when apportioning funds.
- 6.5 Ongoing staff development is imperative to maintain the skills necessary to provide a broad and contemporary educational experience for students. Staff should be encouraged to attend workshops and seminars to keep the course up to date, further develop their making skills, network with other makers and bring new technology into the Department. The extensive knowledge within the technician's base could provide opportunity for demonstration and instruction of certain aspects of the programme. Teaching assistantships for postgraduate students could similarly be considered as a resource.
- 6.6 The PRG recommends development of structured communication methods across Faculty and College by further use of email and web facilities and information feeding down from Academic Council and Faculty Board. Greater communication between the Director, Registrar and Department should be encouraged. A more open representation of staff both academic and technical with appropriate student involvement could be considered for committee where key issues are to be discussed.
- 6.7 Where properly minuted requests for assistance are made by staff at Course, Department or Faculty level, these should be responded to.
- 6.8 It was noted in the SWOT analysis that *there is an inability to problem solve our own clearly identified deficiencies within the department*. This should be addressed as soon as possible and could be helped by the above-mentioned external facilitator.
- 6.9 Joint projects between areas in the department should be part of the 2nd and 3rd year programme.

- 6.10 Finally, the PRG has some suggestions to help develop the profile/image of the Department and increase student interest in the programme both nationally and internationally:
- The Department should encourage all staff members to exhibit nationally and internationally. The Department needs to develop its profile internationally to attract foreign students for the BDes and MA programmes.
 - All opportunities for staff to present their work outside the College should be encouraged and rewarded. Travel grants etc.
 - The Department should develop their website as an information site for recruitment of students. The website should include an overview of the programme as well as profiles of the lecturers. The website should include artwork from all members of staff, technicians and past and present students. This needs to be updated on a continual basis.
 - *Presentation at final year show.* The Department needs to develop a cohesive presentation in all 3 areas. A catalogue is necessary for the final year exhibition, which will highlight student work and increase the profile of the Department. Staff members can also use this as a marketing tool throughout the year during lectures and presentations outside the Department and College.
 - The Department could organise a travelling exhibition highlighting staff and selected past students artwork to tour Ireland (North & South). The exhibition catalogue can be used as a marketing tool to increase awareness of the Department. An education programme could be attached to the exhibition with staff lectures at the various venues. An educational video could be developed for secondary schools.
 - A percentage of the external funding from sponsored projects should be funnelled into the Department to create a marketing budget for promotion of exhibitions, department projects, student awards, CD Rom development, website development and staff presentations outside of the College.
 - The Department staff need to be encouraged to play an active role in the development of the Departments image/profile.
 - The Department Head needs to play an active role in marketing, sponsorship and fund raising outside the College.