



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 Faculty of Education
2005-2006**

**Peer Review Report
October 2005**



Table of Contents

| | <u>Page</u> |
|---|-------------|
| 1. Timetable of Site Visit | 3 |
| 2. Peer Review Methodology | 6 |
| 3. Description of Faculty of Education | 7 |
| 4. Preliminary Comments of the Peer Review Group | 9 |
| 5. Report of the Peer Review Group | 10 |
| 6. Final Summation | 15 |

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Quality Improvement/Quality Assurance
Peer Review Group Report
Faculty of Education
Academic Year 2005/06

A Self-assessment Report was undertaken by the Faculty of Education in the academic year 2004/2005. The Peer Review site visit took place on 24th and 25th October 2005.

Members of the Peer Review Group:

1. Professor Áine Hyland, Vice-President, UCC
2. Ms. Jackie Lambe, UU, Coleraine
3. Dr. David Caron, Department of Visual Communication, Faculty of Design, NCAD

1. Timetable of the site visit

| <i>Day</i> | <i>Location</i> | <i>Time</i> | <i>Action</i> |
|-----------------------------|-----------------------------|-------------|--|
| Day 1 | | | |
| 23 rd October | Jury's Inn, Christchurch | 6.30 p.m. | PRG meet with Nicky Saunders, QA/QI Officer |
| 23 rd October | Da Pino Restaurant | 7.00 p.m. | Informal dinner to confirm schedule and roles of each member of PRG and agree format of review for next two days |

| <u>Day</u> | <u>Location</u> | <u>Time</u> | <u>Action</u> |
|--------------------------|--------------------|--------------------|---|
| Day 2 | | | |
| 24 th October | Oak Room | 9.15 – 9.30 a.m. | PRG meet with Nicky Saunders, QA/QI Officer and prepare for day |
| 24 th October | Oak Room | 9.30 – 10.00 a.m. | PRG meet Director, Colm O Briain and Registrar, Ken Langan |
| 24 th October | Oak Room | 10.00 – 10.30 a.m. | Faculty briefing with Professor Gary Granville, Head of Faculty |
| 24 th October | Oak Room | 10.30 – 10.45 a.m. | PRG prepare for sessions over Coffee/tea |
| 24 th October | Oak Room | 10.45 – 11.45 p.m. | PRG meet with academic group in teacher education: Ann Fitzgibbon, Dervil Jordan Helen McAllister, Tony Murphy Alex Scott, Ed McGinley |
| 24 th October | Oak Room | 11.45 – 12.00 noon | PRG review sessions to date |
| 24 th October | Oak Room | 12.00 – 12.30 p.m. | PRG meet Helen Fagan, Faculty Secretary and Tommy Jenkinson, Technical Assistant |
| 24 th October | Oak Room | 12.30 – 1.15 p.m. | Light lunch with Staff of Faculty |
| 24 th October | Oak Room | 1.15 – 1.30 p.m. | PRG – private review of morning sessions with QA Officer |
| 24 th October | College | 1.30 – 2.15 p.m. | PRG, Head of Faculty & QA/QI Officer tour Faculty and related College facilities – Core, Library |
| 24 th October | Oak Room | 2.15 – 2.45 p.m. | PRG review morning sessions and prepare for afternoon sessions |
| 24 th October | Oak Room | 2.45 – 3.15 p.m. | PRG meet with undergraduate Student Representatives: Helen Ginley Year 2 Mark Fagan Year 3 Lisa Connolly Year 4 |
| 24 th October | Oak Room | 3.15 – 3.45 p.m. | PRG meet with Mick Wilson, Head of Research & P/G Studies & postgraduate Student Representatives: Josephine Phelan MA Graduate |
| 24 th October | Oak Room | 3.45 – 4.00 p.m. | Tea/Coffee & review of student session |
| 24 th October | Oak Room | 4.00 – 4.30 p.m. | PRG meet Nuala Hunt, Head of CEAD |
| 24 th October | Oak Room | 4.30 – 4.45 p.m. | PRG meet with Janet Robinson, CEAD Administrator |
| 24 th October | Oak Room | 4.45 – 5.00 p.m. | PRG meet with Rita McLoughlin, Coordinator of H.Dip. CAE |
| 24 th October | Oak Room | 5.00 – 5.15 p.m. | PRG meet with Mary Avril Gillan, Coordinator of D+VI |
| 24 th October | Oak Room | 5.15 – 6.15 p.m. | PRG meet graduate group from H.Dip. CAE and D+VI Maire Davey H.Dip. CAE Emma Pearson DVI Paddy Crowley DVI Barry Keogh DVI |
| 24 th October | John's Street West | 6.15 – 6.45 p.m. | PRG tour CEAD facilities with Head of CEAD and QA Officer |
| 24 th October | Jury's Inn | 7.00 – 7.30 p.m. | PRG – Private recap of day with QA Officer |
| 24 th October | Eden Restaurant | 8.00 p.m. | Dinner with PRG, Head of Faculty, Head of CEAD, QA Officer |

| <u>Day</u> | <u>Location</u> | <u>Time</u> | <u>Action</u> |
|--------------------------|-----------------|--------------------|--|
| Day 3 | | | |
| 25 th October | Oak Room | 9.15 - 9.30 a.m. | PRG meet and prepare for morning sessions |
| 25 th October | Oak Room | 9.30 – 10.00 a.m. | PRG meet Access project staff: Dervil Jordan |
| 25 th October | Oak Room | 10.00 – 10.45 a.m. | PRG meet staff working on Continuing Professional Development, Postgraduate & Research Development: Gary Granville Tony Murphy |
| 25 th October | Oak Room | 10.45 – 11.00 a.m. | Tea/Coffee |
| 25 th October | Oak Room | 11.00 – 1.00 p.m. | PRG draw up draft report with QA/QI Officer |
| 25 th October | Oak Room | 1.00 – 2.00 p.m. | Working Lunch with QA/QI Officer |
| 25 th October | Oak Room | 2.00 – 4.30 p.m. | PRG complete draft report |
| 25 th October | Board Room | 4.30 – 5.00 p.m. | PRG present recommendations of draft report to Director, Registrar, Head of Faculty, Head of CEAD and QA Officer |

The PRG found the timetable, while full, to be suitable and adequate to meet all relevant staff members and an appropriate number of students and graduates.

2. Peer Review Methodology

The PRG decided on the roles (Chairperson: Professor Aine Hyland; Rapporteur: Ms Jackie Lambe; Internal Advisor: Dr David Caron) at the informal dinner the evening before the formal sessions commenced. Other than the roles as indicated above, the PRG decided not to assign specific areas of responsibility to individual members but instead worked in concert. The vast majority of the report was written by the PRG on the second day and then submitted as an exit presentation by the Chairperson to the Director, Registrar, Head of Faculty, Head of CEAD and QA Officer. The following day the Rapporteur circulated the draft report to the other PRG members who in turn added some minor amendments and additions. Once the report was agreed by all member of the PRG it was submitted to the QA Officer for proofing and forwarded by the QA Officer to the Head of Faculty and Head of CEAD.

The Head of Faculty and Head of CEAD responded within a day to the QA Officer regarding any factual errors contained within the report. The QA Officer then notified the PRG of any changes requested by the Faculty and the PRG agreed the final report.

3. Description of the Faculty of Education

3.1 Mission Statement:

The NCAD Faculty of Education is committed to the promotion of the visual arts as a central element in education and in the social, cultural and economic life of Ireland. The Faculty aims to foster the visual culture of Ireland by facilitating the highest quality of visual arts educational experience for all its citizens.

The work of the Faculty is concerned in particular with

- Lifelong learning in and access to quality visual arts education for all citizens, from early childhood to mature adulthood;
- The provision of programmes of education to teachers, trainers, facilitators and others working in the visual arts at all levels, in educational, cultural or developmental settings;
- Research and development in the pursuit of excellence in art teaching and learning;
- Professional engagement with and involvement in the development of educational policy and curriculum development at local, national and international levels.
(*Restructuring the Faculty of Education, 2003*)

3.2 Faculty History:

Historically, the Faculty of Education has been seen as peripheral to the main business of the college. This was manifested physically in the location of the faculty outside the main campus, until 1998. The opening of the new School of Design for Industry building facilitated the relocation of the Faculty on campus as part of the mainstream of college life. The Faculty was still seen as “different” to the extent that its main student cohort – the BA students in Art and Design Education – were selected separately from other entrants to NCAD and were taught separately. Education students did not take the Core Studies year, taken by nearly all Fine Art and Design students as the first year of their four-year degree programme. Instead, Education students took a separate and parallel year of visual art study. Education students also had their own dedicated History of Art and Design programme, separate from the shared experience of students in Design and Fine Art. At the “end-of-year show”, traditionally the high point of the academic calendar in NCAD, Education students exhibited their work off-campus, largely unseen by the rest of college.

Similarly, continuing adult and part-time education has been seen as marginal to the main focus of the college. Evening, “extra-mural” courses were provided in the college through a separate department of Continuing Education and Educational Research (CEER), which was effectively disconnected from the rest of college. Since 1999, the Faculty of Education has exercised responsibility for this domain and a process of mainstreaming adult and continuing education has been embarked upon.

Until 1999, the Education Faculty consisted of a single unit concerned with teacher education. At that time, the new Head of Faculty was asked to assume responsibility for the work of CEER and to carry out a review of its operations and its future. A researcher/coordinator was appointed on a fixed-term contract to work on this project. As a result of this project, the college adopted a new vision for continuing education, establishing the Centre for Continuing Education in Art and design (CEAD) within the Faculty of Education and appointing a Head of CEAD.

CEAD is the only Centre in NCAD; furthermore it has a cross college function, providing courses in a range of art and design disciplines. However unlike other departments it has no designated space nor does it provide an undergraduate degree. The primary cohort of students in CEAD are adults attending part-time, non-credit courses. Visibility, integration and access to space, are key issues for adult education provision in NCAD. CEAD is

currently developing a model to mainstream adult education provision within the college, a process which will be assisted with the advent of modularisation.

Education is the first Faculty at NCAD to undertake review. Its history and structural make-up has meant that on this occasion, the Centre for Continuing Education in Art and Design is not being reviewed as part of the quality assurance process. CEAD is scheduled for a full departmental review in 2009. However, two accredited courses with which it is involved – HDip in Community Arts Education and the Certificate in Drawing and Visual Investigations (DVI) – have undertaken student evaluation as part of this current review process. The wider activities of the Centre, including its non-credit provision/teaching and learning, are not included in Faculty review, though the overall mission of CEAD has been incorporated in the process.

3.3 A Faculty as distinct from a Department:

The structure of NCAD is based on four faculties - Design, Fine Art, History of Art & Design and Complementary Studies (HADCom) and Education. The Design and Fine Art Faculties comprise the greatest number of students and are organised into discipline-based Departments (Ceramics, Glass and Metals; Fashion and Textiles; Industrial Design; Visual Communications; within Design Faculty; Painting, Sculpture, Printmaking and Media within Fine Art). HADCom provides inputs into all undergraduate degree programmes in the Faculties, accounting for 10% of student marks in Education, 20% in most other undergraduate courses and 50% in Joint Degree courses with both Design and Fine Art. Historically, the Faculty of Education has operated quite separately from these other Faculties, and until 1998 the Faculty was physically separate from the main college campus.

The past six years have seen major developments in the Faculty of Education. These developments have been concerned with the development of a concept of “faculty” – a range of programmes and initiatives of a cognate nature in teaching, learning, research and development – as distinct from a single discipline “department”. Over the past few years, students and staff of the Faculty have asserted a level of confidence and achievement that has facilitated the fuller incorporation of the Faculty into the everyday life and consciousness of the College.

The changes within the Faculty have had two orientations:

Firstly, the Faculty has broadened its own remit. From being almost exclusively concerned with initial teacher education (through the BA in Art and Design Education and the Higher Diploma in Art and Design Education) the Faculty has moved to a broader engagement

- with Adult and Continuing Education (CEAD)
- with community arts education
- with post-graduate research at Masters and Doctoral level
- with continuing professional development (CPD) of art educators
- with facilitating access to college for under-represented populations.

Secondly, the Faculty has sought to integrate and embed its activities within the rest of college. The arrival of the Faculty onto the Thomas Street campus in 1998 was an immediate point from which to build. Subsequent developments of a programmatic nature include recent integration of BA students into common History of Art and Design courses with students from Fine Art and Design Faculties, new BA entrants to Education entering the common Core Studies year with all other entrants from autumn 2005. Community Arts initiatives have facilitated increased engagement on issues of common concern with other faculties, notably Fine Art. The brief of CEAD extends across all domains of art and design education and involves engagement with other faculties in matters ranging from space and equipment to programme content.

4. Preliminary Comments of the Peer Review Group

The PRG was highly impressed by the preparation carried out by the Faculty for the review. The quality of the documentation which was made available and the organisation of the visit is to be highly commended. The PRG was in agreement that the honest appraisal within the SAR substantially helped the process of review.

The co-operation of all NCAD staff and the openness and responsiveness of all who participated in the review was very much appreciated by the review team.

In its meeting with students of the Faculty, the PRG was impressed by the high regard in which students held the Faculty and the College.

Before embarking on the review process the PRG took into consideration the following issues:

- The National role of NCAD as articulated in the 1971 Act. This act highlights the role of NCAD in teacher education (including CPD).
- The changes and developments experienced by the Faculty in recent years. Below are some of the key developments which impacted on the Faculty:
 - The effect of the split campus until late 1990's which effectively led to a complete separation of the Faculty from the rest of the College
 - The move by the Faculty of Education to Thomas Street in 1998
 - The inclusion of CEAD (CEER) within the Faculty of Education in 1999
 - The re-invigoration of CEAD by the current Head of CEAD from 2001
 - The introduction of the DVI Cert. and HDipCAEd
 - The inclusion of Access under the umbrella of the Faculty of Education from 2004
 - The inclusion of 1st year Education students within the Core cohort from 2005

The brief of the PRG is to review the Faculty of Education with particular emphasis on teacher education including in-service/CPD and postgraduate education and research. While CEAD is not being reviewed as part of the QA process, the nature of the relationship between teacher education and continuing education was considered to be within the remit of the review. The two accredited courses with which CEAD is involved have undertaken student evaluation as part of this current review process and are therefore deemed to be part of the review. The wider activities of CEAD will be reviewed in 2009. The nature of the relationship between the Access programme and the Faculty of Education is addressed but the PRG did not undertake a full review of the Initiative itself as a full-time administrator has only recently been appointed.

In the Faculty self-assessment report it is recognised that the Faculty of Education is in transition, moving from a dominant teacher education mode of provision to include lifelong learning within its mission statement. Inevitably this change raises issues at an operational, practical, structural and cultural level. The Faculty itself raised four critical questions which the PRG have also considered as part of the review process. These are outlined as follows:

- What is the nature of the relationship between teacher education and continuing education?
- Should a separate unit or department for teacher education be established?
- How can teacher education and continuing education be structurally different but equal in status within the Faculty?
- How can strategic goals be realised within existing structures or do those structures need to change in order to succeed?

5. Report of the Peer Review Group (Commendations and Recommendations)

- 5.1 Faculty mission statement – aims and objectives
- 5.2 Faculty Details, Space & Organisation
- 5.3 Course development and CEAD provision
- 5.4 Internal and External Communications and Relations
- 5.5 Staff Development - Teaching & Learning, Research & Practice
- 5.6 Support Services

5.1 Faculty mission statement – aims and objectives

- 5.1.1 The mission statement of the Faculty as quoted in Paragraph 3.1 reflects and responds to the statutory remit of NCAD as set out in the 1971 Act. It recognises in particular the *national* remit of the Faculty. It goes further in setting the work of the Faculty within a Life Long Learning context- 'The work of the Faculty is concerned in particular with Life Long Learning in and access to quality visual arts education for all citizens, from early childhood to mature adulthood'. The mission statement recognises the changing and dynamic role required from the Faculty at a time of rapid change and development in society and education generally. It is cognisant of the need to be proactive in the development and implementation of educational policy and to be flexible in the delivery of programmes for a wide range of learners.
- 5.1.2 The failure of national policy and practice to treat full-time and part-time students equitably in terms of fee exemption and core grant to the institution makes it difficult for the Faculty of Education to fully implement its mission in particular in relation to CEAD and CPD courses. In the case of CEAD, all courses are required to be self-financing and in the case of CPD, no additional funding is made available by the Department of Education and Science for such courses in spite of the explicit remit in the act that such courses be delivered by the NCAD. Since part-time courses are not funded a credit accumulation model might be problematic.

5.2 Faculty Details, Space and Organisation

- 5.2.1 The PRG was impressed by the quality of the space and facilities provided for the BA and H.Dip. programmes. The availability to the Education staff and students of a well equipped and spacious dedicated floor of a custom built building should not be undervalued. The studios, workshops and teaching rooms are well equipped for the purpose for which they are designated. The multi-purpose (MA) room which is available for staff meetings and for small seminars provides extra and flexible space. The PRG notes that the Graphics room (207) is also used as a computer lab for all Education students. The PRG understands that the Lecture/Seminar (Room G05) is also available for booking for College-wide purposes.
- 5.2.2 In contrast to the accommodation available to Teacher Education the PRG was unimpressed by the accommodation available in John Street for the CEAD students.
- 5.2.3 The organisation and structure of the Education Faculty has remained largely unchanged from the time when its sole focus was teacher education. The current organisation of the Faculty still reflects this. The programmes relating to Initial Teacher Education are very well staffed. All but one of the full-time staff are dedicated almost entirely to teacher education (the exception being one day a week allocated to the Access Programme by one staff member). The PRG noted that the total number of full-time students registered on the initial Teacher Education programmes was 87 and the staff dedicated to teacher education is comprised of 6 permanent lecturers, one Eligible Part-time lecturer and a number of other part-time staff. In contrast, CEAD, which caters for almost 1000 part-time students, is supported by one full-time academic staff member, the Head of CEAD and an extensive number of other part-time staff.

- 5.2.4 We note the proposal to combine the Faculties of Education, History of Art & Design and Complementary Studies and Core Studies under a new faculty with a possible title of Contextual Studies.
- 5.2.5 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.
- 5.2.6 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.
- 5.2.7 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. A more flexible use of faculty staff may help reconcile the imbalance between initial teacher education courses and CEAD.
- 5.2.8 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.

5.3 Course development and CEAD provision

- 5.3.1 The PRG commends the development of course modularisation which is currently underway within the College.
- 5.3.2 The PRG commends the integration within the first year Core course of Education students. This development has much to offer all students and in particular offers Education students a sound basis in practice.
- 5.3.3 The PRG commends the plans for the development of a taught masters using a credit accumulation CPD model.
- 5.3.4 The PRG commends the development of an impressive CEAD programme including the development of the DVI Certificate.
- 5.3.5 The PRG recommends optimising opportunities for flexibility that modularisation provides at both u/g and p/g levels.
- 5.3.6 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.
- 5.3.7 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.
- 5.3.8 The PRG was singularly impressed by the quality of the three DVI graduates it met – all three students were interested in progressing to further accredited courses. They were of

the view that the DVI course was as intellectually challenging as the various degree courses which all three had undertaken. It might be appropriate to reconsider the designation of this course 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.

- 5.3.9 The H.Dip. CAE graduate who was interviewed by the PRG praised the course highly and was interested in progression to a Masters degree. The PRG supports the development of a taught Masters in this area, possibly on an inter-disciplinary basis. We understand that this is currently being developed.

5.4 Internal and External Communications and Relations

- 5.4.1 The PRG noted the excellent relationship and high degree of trust within the Faculty of Education between students/staff, and staff/staff.
- 5.4.2 In relation to the perceived lack of integration of students and staff in the Faculty of Education with other faculties, the PRG noted that the Core course is beginning to address this issue as far as students are concerned. Some of the recommendations in section 4 address longer term possibilities in this regard.
- 5.4.3 The PRG notes the proposal to develop e-learning possibilities and to provide additional communication between students/students and staff/students. This is a good development which will ensure that the Faculty and College are in the forefront in general ICT developments for Education. This is to be commended.
- 5.4.4 The PRG welcomes the potential that the Access programme has unlocked for enhanced communication across the College and between College staff and the Access schools.
- 5.4.5 The PRG commends the student mentoring scheme for first year students. This was viewed favourably by the students interviewed.
- 5.4.6 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.
- 5.4.7 The communication potential of e-learning should continue to be tapped and developed.

5.5 Staff Development - Teaching & Learning, Research & Practice

- 5.5.1 The PRG commends the Head of CEAD for the work carried out to date on developing and supporting Teaching & Learning across NCAD.
- 5.5.2 The PRG commends CEAD for the implementation of an Excellence in Teaching award and the Research Grants on Teaching and Arts Practice.
- 5.5.3 The PRG commends the proposal by the Head of Research and Postgraduate Development that a generic Research Methodologies module be made available for research Masters students. Such a course could also be offered to any staff member who may wish to attend.
- 5.5.4 The PRG commends the plans to initiate and develop a taught masters course within the Faculty of Education. Such a course could be developed on a modular basis with some outreach and/or on-line modules.

- 5.5.5 The PRG commends the drive and initiative of the Head of Faculty in developing postgraduate and research opportunities within the Faculty since his appointment and notes that he is currently supervising two PhD and four Masters students.
- 5.5.6 The PRG commends the initiative of the Head of Faculty in attracting funding for various research, evaluation and development projects.
- 5.5.7 The PRG commends the Head of Faculty for inviting the Educational Studies Association of Ireland to hold its annual conference 2006 in NCAD. This is a prestigious and internationally recognised conference and will contribute to the esteem in which NCAD is held.
- 5.5.8 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.
- 5.5.9 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.
- 5.5.10 Faculty staff should be alerted to research funding opportunities, especially IRCHSS and PRTLI, as well as other sources. Information about appropriate funding opportunities might be disseminated to staff by the Head of Research and Postgraduate Development.
- 5.5.11 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.

5.6 Support Services

- 5.6.1 The PRG was very impressed by the administrative and secretarial support provided to staff and students.
- 5.6.2 The PRG was also impressed by the technical support provided to staff and students.
- 5.6.3 The PRG notes the convenience of the ready availability (at cost price) of materials to students within the teacher education area of the Faculty.
- 5.6.4 The PRG notes the universal praise by staff and students of the support provided by the Library staff.
- 5.6.5 The classroom and studio support available to the teacher education students is to be commended.
- 5.6.6 The teacher education students appear to have satisfactory access to IT facilities to support their learning.
- 5.6.7 Consideration might be given to developing a swipe card system of access by students to computer printouts as is currently the case with photocopying.
- 5.6.8 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.

- 5.6.9 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.
- 5.6.10 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.
- 5.6.11 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.
- 5.6.12 Virtually none of the support facilities available to teacher education students appear to be available to CEAD students. This issue needs to be addressed.

6. Final Summation

The PRG commend the following developments outlined within the SAR:

1. *Student Handbooks*: with effect from Sept 2005 every course will have a Student Handbook (within the BA (AEd), 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).
2. *Faculty Profile*: the Faculty needs to assert its profile and identity. Some small initial steps will include –
 - A Faculty Staff Noticeboard 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 school-teachers 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.
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.
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.
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.
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.
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.
8. *ICT Presentations*: All students to be introduced to PowerPoint and key presentations by students on BA, HDipAEd, HDipCAEd to be submitted on PowerPoint.
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.