

CORK INSTITUTE OF TECHNOLOGY

**PROGRAMMATIC REVIEW  
OF THE CRAWFORD COLLEGE  
OF ART & DESIGN**

PHASE 1: STRATEGIC REVIEW  
(JUNE 2015)

REPORT OF THE  
EXTERNAL PEER REVIEW GROUP

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# INTRODUCTION

## 1.1 PROGRAMMATIC REVIEW AT CORK INSTITUTE OF TECHNOLOGY

Programmatic Review is a statutory five-yearly quality process in which peer evaluators analyse the effectiveness of the suite of programmes of a CIT faculty, college or school, with an emphasis on quality and flexibility of response to changing needs.

Under the CIT quality system, Programmatic Review is conducted in two phases. While Phase 1 looks at strategic and high-level issues, Phase 2 is devoted to a detailed programme review. Each phase is built on a self-study by the unit under review, supplemented by meetings of the Peer Review Group with staff, students and other stakeholders.

The overall aims of the 2015 CCAD Programmatic Review were to ensure

- that the programmes of CCAD remain relevant to learners, employers and other stakeholders;
- that the strategy, resources and systems of CCAD and CIT are sufficient to support and develop the academic activities;
- that there is demand for the graduate profile produced by CCAD programmes;
- that the Programme Outcomes correctly describe the desired graduate profile; and
- that the CCAD programmes deliver the Programme Outcomes.

The two review phases address these aims with different emphases and to a different extent.

Externally, Programmatic Review contributes to the enhancement of public confidence in the Institute and its awards. Internally, it is an important 'way stage' in a continuous quality improvement cycle which affords the opportunity to step back from the ongoing business of programme delivery to reflect on the current status and future direction of a faculty/college or school and its programme portfolio.

## 1.2 CIT CRAWFORD COLLEGE OF ART & DESIGN – INSTITUTIONAL CONTEXT

CIT Crawford College of Art & Design (CCAD) is a multi-campus college with delivery sites in both the city centre and the Bishopstown suburb of Cork, Ireland, which has been providing education in the arts for over 200 years. CCAD has been a constituent college of Cork Institute of Technology (CIT) since 1992, and the Head of CCAD is a member of the CIT Institute Executive Board.

It should be noted that the College will see a change of leadership between the 1<sup>st</sup> and 2<sup>nd</sup> Phase of the current Programmatic Review. Ms Orla Flynn, who took the helm of CCAD just prior to the 2009 Programmatic Review, will be succeeded as Head of College by Ms Catherine Fehily, previously of Staffordshire University, this July. Ms Flynn will however continue to engage with the College in her new capacity of CIT Vice-President for External Affairs.

The Crawford's current structure incorporates four departments:

- The Department of Fine Art & Applied Art, operating from Sharman Crawford Street as well as rented premises at Sullivan's Quay (both in Cork City);

- The Department of Art & Design Education, based at Sullivan's Quay;
- The Department of Art Therapy & Continuing Visual Education, based at Sullivan's Quay, and
- The Department of Media Communications, based at the main CIT campus in the suburb of Bishopstown.

This marks a change since the last Programmatic Review (April/Oct. 2009), as the Department of Media Communications was previously part of the Faculty of Business & Humanities, only transferring to the Crawford College in January 2010.

Shortly before the last Programmatic Review, CCAD also acquired its own city centre gallery space, the Wandersford Quay Gallery, which is a key point of interface between the College and the City.

CCAD's student population currently numbers just under 800 full-time students across the four departments, rising from just under 600 (including Media Communications students) in 2008/09. In addition, the College hosts ca. 200 part-time learners.

Crawford College has a current staff complement of ca. 80 staff, encompassing academic, technical, administrative and support staff, both full- and part-time.

CCAD provides degree programmes at both undergraduate and postgraduate levels. The current CCAD portfolio includes the following major awards:

- BA (Hons) in Fine Art (CR220)
- BA (Hons) in Contemporary Applied Art (Ceramics, Glass, Textiles) (CR210)
- BA (Hons) in Multimedia (CR112)
- BA (Hons) in Visual Communications (CR600)
- Higher Diploma in Arts in Public Relations
- MA in Art and Process (MA:AP) (new since 2010)
- MA in Art Therapy (unique in Ireland)
- MA in E-learning Design and Development (new in 2014 and delivered fully online)
- MA in Art & Design Education
- MA in Teaching Visual Art for Primary and Early Years Education
- MA in Journalism with New Media (new since 2010)
- MA in Public Relations with New Media
- MA in Digital Media

Included in this list are two programmes jointly validated and offered as fully Bologna-compliant joint awards with Hochschule Darmstadt, Germany, the BA (Hons) in Multimedia and MA in Digital Media. While these are subject to a separate joint programme review process, both awards will be submitted in the current Programmatic Review for revalidation as single CIT awards also. A new joint award of CCAD with University College Cork, the Professional Master of Education (Art & Design) validated in a joint UCC-led process in 2014, will not be submitted.

CCAD also offers a number of Special Purpose Awards at NFQ Levels 6 – 8:

- Certificate in Media Production (L6, 20 credits)
- Certificate in Radio Broadcast Media (L6, 20 credits)
- Certificate in Principles and Theory of Art Therapy (L8, 10 credits)

- Certificate in Group Arts in Group Facilitation (L8, 10 credits)
- Certificate in Arts Participation and Development: Creative Approaches to Global Education and Action (L8, 10 credits)
- Certificate in Fine Art Textiles (L8, 30 credits)
- Certificate in Digital Media Design & Development (L8, 30 credits)

In addition, the College delivers a portfolio preparation course for prospective entrants to HE programmes in art & design, and a number of evening courses attracting single subject certification. These are hosted by the Department of Art Therapy & Continuing Visual Education, but are due to be transferred to Fine Art & Applied Art in the near future.

The CCAD Phase 1 Submission to the Peer Review Panel outlined several significant developments, both positive and challenging, which have taken place for CCAD since the last Programmatic Review.

Noteworthy positive developments include: the incorporation of the Media Communications Department; the lease of the Sullivan's Quay site and the relocation of the Departments of Art Therapy and Art Education to this site; significant improvements to the physical facilities and IT infrastructure at Sharman Crawford St. in particular; the vastly increased level of engagement with external projects and collaborations; and greater sharing of activities between CCAD departments at staff and student levels.

Noted challenges include: cutbacks in funding for art & design education; an unfavourable public funding model combined with high-cost capital equipment requirements; the pressure of increased student numbers on the extant facilities both at Sharman Crawford St. and Bishopstown; and the impact of the listed status of the 100-year-old Sharman Crawford St. Site. Challenges have also arisen from the dispersed nature of the CCAD sites, which has the effect of, for example, limiting opportunities to share modules between CCAD departments.

The external environment SWOT analysis conducted by CCAD identifies the development of the Munster Technological University as yielding interesting opportunities for the College. A significant short-term threat is constituted by the fact that CCAD will, in all likelihood, not be able to renew the lease of Sullivan's Quay beyond the next academic year.

### 1.3 2015 PROGRAMMATIC REVIEW OF THE CIT CRAWFORD COLLEGE OF ART & DESIGN

On 4 – 5 June 2015, the Crawford College of Art & Design completed Phase 1 of the current Programmatic Review. Over the two days of the site visit, the Peer Review Group met several groups of CCAD and CIT academic management, staff and students, and went on a student-led tour of the Sharman Crawford Street building.

The sequence of Phase 1 panel meetings is given in Appendix 1. In line with developmental strategies for the Institute as a whole, all meetings focused on the three strands of teaching & learning, research and engagement.

Phase 2 of the 2015 CCAD PR is scheduled take place during 2015/16. Given the change in College leadership between the phases, the exact dates for the programme review meetings will be determined in consultation with the incoming Head of College early in the new academic year.

This report contains the interim findings and recommendations of the Peer Review Group based on the desk-review of the CCAD Phase 1 Submission and the meetings held during the site visit.

## MEMBERSHIP OF THE PHASE 1 PEER REVIEW GROUP

*Mr Keith Bartlett*

Higher Education Consultant / formerly Pro-Vice-Chancellor Quality and Dean of Media  
Norwich University of the Arts, UK

*Mr Derek McGarry*

Head of Innovation & Engagement /  
Head of Department of Glass, Ceramics, Jewellery and Metals  
National College of Art and Design, Dublin

*Dr Ailbhe Murphy*

Visual Artist / Director  
CREATE, Ireland

*Ms Eva Juhl*

Institutional Review Facilitator  
Cork Institute of Technology

## PRINCIPAL PHASE 1 FINDINGS AND RECOMMENDATIONS – EXECUTIVE SUMMARY

### 3.1. PRINCIPAL FINDINGS

The Panel was very impressed by the clear sense of engagement on behalf of the College by the CCAD staff and students whom they met.

The Panel was also pleased by the positive assessment of the Crawford ethos by the learner representatives, in particular the sense of community, the approachability of staff, and the encouragement to take risks in the development of their creative practice.

The Panel acknowledges the significant progress made by the College since the last Programmatic Review, and is confident that CCAD will continue on this path under its new Head of College.

CCAD has a distinctive programme portfolio which sets it apart from other specialist arts colleges. Particular strengths of the College in the Panel's estimation lie in the areas of Art Therapy, Art & Design Education, the MA in Art & Process, and the developing Applied Art specialisations.

### 3.2. PHASE 1 COMMENDATIONS

- 3.2.1. The Panel **COMMENDS** the Crawford College of Art & Design on a **body of staff who feel engaged and supported**, albeit **within the context of significant pressures** on the institution and higher education nationally.
- 3.2.2. The Panel **COMMENDS** the College on the **positive assessment of its ethos by the student and graduate representatives**.
- 3.2.3. The Panel considers that there is **clear evidence of effective leadership** by the CCAD senior management team since the last Programmatic Review, and **COMMENDS** the College on this.
- 3.2.4. Finally, the Panel **COMMENDS** CCAD on the successful transformation of the Ceramics degree into the BA (Hons) in Contemporary Applied Art, which now offers additional specialisations in Glass and Textiles, in the period since the last Programmatic Review. On the evidence presented to the panel, this consolidation and broadening of the programme has revitalised it to create a sustainable and exciting offering with great potential for future research and external collaborations.

### 3.3. PHASE 1 RECOMMENDATIONS

#### *USP and Strategic Positioning*

- 3.3.1 The Panel **RECOMMENDS** that, in partnership with industry and external stakeholders, **CCAD should** reflect upon its unique programme portfolio, ethos and extensive range of engagements and collaborations, and **identify and clearly articulate its unique selling point to CIT, the creative and cultural sectors and the region**.
- 3.3.2 The Panel **REQUESTS CIT to confirm its high-level strategic commitment to the ongoing development of Crawford College of Art & Design**, both at present and as a key component of the proposed Munster Technological University. In the Panel's view, CCAD has the potential to make a significant and sustainable contribution to the ongoing success of the Institute and the future University, and to the growth of the cultural and creative economy of the region and nationally. This should inform **discussions during Phase 2 of Programmatic Review**.

#### *Research Strategy*

- 3.3.3 The Panel **RECOMMENDS** that **CCAD should revisit its research strategy** to achieve a **clearer description of the categories of research carried out** by staff in the College and to articulate these with internationally established research categories.

### *Teaching & Learning Strategy – Embedding of Engagement and Interdisciplinarity in the Curriculum*

- 3.3.4 The Panel **RECOMMENDS** that **CCAD should make its valuable external engagements ‘curricular’ to the greatest extent possible**. By this, the Panel means that the College’s Teaching & Learning Strategy should embrace external engagement and collaboration and should use them as stimuli for curriculum innovation. The involvement of external collaborators in the provision of placements and also curriculum delivery and assessment would further enhance the College’s track record in employability.

To support this, CCAD and CIT will need to ensure that an appropriate amount of the key teaching hours of staff are given over and formally allocated to engagement activity, and/or that initiating and establishing external collaborations can be recognised in the College’s workload allocation model.

- 3.3.5 The Panel further **RECOMMENDS** that CCAD should explore and develop the ways in which the Institute’s modular curriculum framework can be exploited to maximise opportunities for interdisciplinarity and collaboration at programme level. If it is identified that specific elements of the framework are a hindrance to interdisciplinarity and collaboration in the CCAD disciplines, this should be brought to the attention of the relevant academic authorities at the Institute.

### *Campus Accommodation and Facilities*

- 3.3.6 While it may not be possible or even desirable to accommodate all of CCAD under the same city centre roof, the Panel **RECOMMENDS** that it will be **desirable for CCAD to retain a strong city centre presence, which should also be viewed as a strong city centre presence for Cork Institute of Technology**.
- 3.3.7 **With regard to achieving greater integration between CCAD departments, the College is ENCOURAGED**, to adapt an expression of the last Programmatic Review Panel, to **“think beyond the buildings”**.

Many examples of successful multi-campus specialist arts institutions exist internationally whose sense of integrated identity is built on a clear and common understanding of shared attributes and purpose rather than geographical co-location.

### *Physical and Virtual Footprint*

- 3.3.8 The Panel **RECOMMENDS** that **CCAD would benefit from defining and signalling its physical and virtual ‘footprint’ in a stronger and more distinct fashion**.

This would encompass anything from distinct, suitably branded physical signage for the CCAD campus sites (aligned as appropriate with the overall Institute brand) to a strong internet and social media presence of the College via the CCAD website(s) and appropriate social media. If resources allowed the appointment of a dedicated development manager for these, the Panel would consider this to be of great benefit to the College and its mission within the Institute and the creative economy.



### *Staffing*

- 3.3.9 The Panel **RECOMMENDS** that **CCAD and CIT** should **remain alert to potential quality issues arising from lean staffing levels and expertise gaps**, and should **address these creatively and vigorously as soon as possible**, to avert detrimental long-term effects on the College's reputation for high-quality provision.

### *Benchmarking*

- 3.3.10 The Panel **RECOMMENDS** that the **College** should **identify 4 – 6 specialist arts colleges and faculties** (nationally and internationally) for the purposes of benchmarking, either in overall institutional terms or in terms of specific indicators. **Dialogues should be initiated between CCAD and these peer institutions and faculties with a view to exchanging information about key performance data in agreed areas, together with examples of good practice in, for example, pedagogy, research, and the use of space in higher education in the creative disciplines.**

Once entered into, these relationships should become part of the ongoing strategic development activities of CCAD. Insights gained should be also be fed back into future quality reviews.

While the Panel does not expect to see any concrete outcomes from this process in the short term, it **WILL EXPECT CCAD to provide evidence of progress** towards identifying and establishing contact with relevant peer institutions and faculties **during Phase 2 of the current Programmatic Review.**

# DETAILED PHASE 1 FINDINGS

## 4.1 USP AND STRATEGIC POSITIONING

### *Unique Features of CCAD*

In the view of the PRG, the CIT Crawford College of Art & Design has a very specialist portfolio of programmes with strengths in several niche areas (for example: Art Therapy; MA in Art & Process; Art & Design Education) which sets CCAD apart from other comparable art colleges nationally and internationally. However, from the documentation and the meetings the Panel gained the impression that this fact is not truly appreciated within CCAD itself, within Cork Institute of Technology, or within the wider regional and national landscape.

Discussions also demonstrated to the Panel that CCAD has a distinct teaching & learning ethos characterised by a broad, conceptually-based approach to art & design education and a shared concern for creating an environment in which learners feel supported and encouraged to grow by taking creative risks. Students and staff based in Sharman Crawford Street in particular emphasized that CCAD “feels like an art college”. This ethos is appreciated by existing CCAD students, graduates and staff, but does not appear to have registered widely outside of the College.

Since the last Programmatic Review, CCAD staff have initiated or entered into a number of exciting external engagements and collaborations. These have given rise to invaluable learning experiences for College staff and students and have raised the international (though not necessarily) profile of the College. However, the extent to which they have contributed to its national or regional profile was unclear.

All of these are positive features of the unique ‘Crawford experience’ which deserve to be widely known, yet do not currently appear to be fully appreciated even within CCAD itself or within CIT. Without identifying and promoting its unique selling point, CCAD is not in a position to fully maximise and capitalise on opportunities for initiating the types of collaborations which can lead to long-term benefits for both students and staff.

Section 10.3 of CCAD’s Phase 1 Submission for the Programmatic Review (Industry and External Stakeholder Engagement) notes that “[w]hat is missing is an overall advisory group for the Crawford itself”. The Panel endorses the willingness on the part of the College to engage with external experts in the development of its long-term vision and strategy as evidenced therein.

The Panel therefore **RECOMMENDS** that, in partnership with industry and external stakeholders, CCAD should reflect upon its unique programme portfolio, ethos and extensive range of engagements and collaborations, and identify and clearly articulate its unique selling point to CIT, the creative and cultural sectors and the region.

### *Institute Support for Strategic Role of CCAD*

Related to this, the Panel concluded that it had not been able to gain full clarity about Cork Institute of Technology’s strategic commitment to CCAD as a driver of the creative and cultural economy and the national GDP.

Therefore, the Panel **REQUESTS** CIT to confirm its high-level strategic commitment to the ongoing development of Crawford College of Art & Design, both at present and as a key component of the

proposed Munster Technological University. In the Panel's view, CCAD has the potential to make a significant and sustainable contribution to the ongoing success of the Institute and the future University, and to the growth of the cultural and creative economy of the region and nationally. This should inform **discussions during Phase 2 of Programmatic Review**.

#### 4.2 RESEARCH STRATEGY

A lot of work has clearly been carried out by CCAD on developing research activity in the College since the last Programmatic Review despite severe funding constraints. Given rapid developments in the external and institutional context, however, the Panel considers that CCAD now needs to move its research strategy and capacity to the next stage.

Based on the documentation and discussions, the Panel found that the research profile of CCAD requires further development. The Panel acknowledges particular examples of strong individual research practices within CCAD. However, the Panel observes that CCAD researchers have yet to fully calibrate their research (including practice-based) with established research categories and definitions. In addition CCAD research practice more generally needs to be clearly situated within the broader spectrum of research and innovation / knowledge transfer.

The Panel therefore **RECOMMENDS** that CCAD should revisit its research strategy to achieve a clearer description of the categories of research carried out by staff in the College and to articulate these with internationally established research categories.

#### 4.3 TEACHING & LEARNING STRATEGY – EMBEDDING OF ENGAGEMENT AND INTERDISCIPLINARITY IN THE CURRICULUM

Similarly, the Panel finds that the College will now need to take its Teaching & Learning Strategy to the next level of development, and to feed this work into strengthening and consolidating the overall CCAD profile.

In respect of the range of external engagements and collaborations previously noted, the Panel heard that nearly all of these were extracurricular, in the sense that they were not integrated into the regular programme delivery activities of staff. In the Panel's view, this means that significant opportunities for the enrichment of the student experience might be lost.

The Panel therefore **RECOMMENDS** that CCAD should make these valuable external engagements 'curricular' to the greatest extent possible. By this, the Panel means that the College's Teaching & Learning Strategy should embrace external engagement and collaboration and should use them as stimuli for curriculum innovation. The involvement of external collaborators in the provision of placements and also curriculum delivery and assessment would further enhance the College's track record in employability.

To support this, CCAD and CIT will need to ensure that an appropriate amount of the key teaching hours of staff are given over and formally allocated to engagement activity, and/or that initiating and establishing external collaborations can be recognised in the College's workload allocation model.

In keeping with the findings of the 2010/2011 CIT Institutional Review Panel, as referred in CCAD's Phase 1 Submission (Section 7.1), the Panel also **RECOMMENDS** that CCAD should explore and develop the ways in which the Institute's modular curriculum framework can be exploited to maximise opportunities for interdisciplinarity and collaboration at programme level. This would further the sense of integration between the different departments of CCAD and between CCAD and the Institute as a whole, and would also enable CCAD and its students to derive greater benefit from the broad spectrum of discipline areas offered by a large academic institution such as CIT.

If it is identified that specific elements of the framework are a hindrance to interdisciplinarity and collaboration in the CCAD disciplines, this should be brought to the attention of the relevant academic authorities at the Institute.

#### 4.4 CAMPUS ACCOMMODATION AND FACILITIES

The geographical location and physical facilities of CCAD were raised as a concern by all groups. The dispersed nature of the CCAD sites, combined with the spatial constraints and aging fabric of the Sharman Crawford Street building and the 1974 main building on the Bishopstown campus, pose significant ongoing financial, logistical and cultural challenges.

With regard to geographical dispersion, clear improvements were achieved following the last Programmatic Review through the lease of Sullivan's Quay. This allowed CCAD to bring the Department of Art Therapy, the Department of Art & Design Education and the Final Year students of the BA (Hons) in Fine Art together under one roof in close proximity to Sharman Crawford Street. Students and staff concerned commented positively on the improved opportunities for exchange and collaboration. However, the Panel heard that the lease of Sullivan's Quay will not be renewed after the 2015/16 academic year, as the owners intend to redevelop the site for a different use. A viable alternative arrangement for CCAD has not yet been identified.

The Department of Media Communications, by contrast, has to date remained in Bishopstown. While this has certain advantages, learners expressed the view that the suburban setting undermined opportunities for collaboration with their peers on other CCAD programmes and the access to peer networking and inspiration which would come from co-location on a single site. Connections with the other CCAD departments had grown over time, though a sense of 'lack of access to people with the same mindset' lingered in the minds of learners due to the geographical separation.

The Panel notes that a great deal of infrastructural development has taken place in recent years, particularly on the city centre campuses. The main health & safety issues in existence at Sharman Crawford Street at the time of the last Programmatic Review have been addressed, and three additional personnel released by CIT for project management and maintenance at the downtown campuses. The Panel heard that the overall health & safety culture has also improved greatly, with risk assessments now completed and reviewed for all areas. IT facilities have been upgraded, including full implementation of wireless access in all CCAD campus locations. A new unified student loan system for AV equipment was introduced across CCAD campus locations in 2012/13, improving the accessibility of essential items for students.

The limited financial capacity of CCAD to update and add to its IT and multimedia equipment, particularly high-cost items such as high-spec video cameras and computers with adequate digital

imaging and storage capabilities, remains a serious challenge. Learner representatives considered adequate and ongoing investment in high-quality, up-to-date equipment and technical facilities to be critical to a contemporary student experience and employability. They felt that such facilities were a definite factor in choice of college for many applicants. In addition, the shortage of lecturing and studio spaces resulting from rising student numbers in the Department of Media Communication in Bishopstown remains to be resolved.

The Panel considers that there are a number of questions relating to the accommodation of CCAD on presently three sites, and considers that there are both advantages and disadvantages to this. The Panel notes the expressed preference of CCAD for bringing all departments together in a single city centre location. The Panel cautions however that CCAD will need to remain realistic regarding its options, due to the limited prospects of identifying and acquiring such a space in the centre of Cork.

While it may not be possible or even desirable to accommodate all of CCAD under the same city centre roof, the Panel **RECOMMENDS** that it will be desirable for CCAD to retain a strong city centre presence, which should also be viewed as a strong city centre presence for Cork Institute of Technology. The Panel noted that creative and cultural organisations and businesses – the lifeblood of the creative economy – are most often located in city centres and their immediate hinterlands rather than outlying suburbs. A city centre presence will enable the College both to drive and to be driven by the creative economy of Cork and the rest of Ireland. Ease of access to national rail and bus connections is also crucial for some of CCAD’s most distinctive offerings, such as the Art & Design Education programmes, which depend on regular access to placement schools.

A potential compromise which the Institute might consider would be to combine (a) the refurbishment of Sharman Crawford Street, done with a view to maximising the space available on the site, with (b) the acquisition of one additional city centre building of an appropriate size within a walking distance of 10-15 minutes between the sites.

With regard to achieving greater integration between CCAD departments, the College is **ENCOURAGED**, to adapt an expression of the last Programmatic Review Panel, to “think beyond the buildings”. Many examples of successful multi-campus specialist arts institutions exist internationally whose sense of integrated identity is built on a clear and common understanding of shared attributes and purpose rather than geographical co-location. Not least, a comparable task awaits the developing Munster Technological University.

#### 4.5 PHYSICAL AND VIRTUAL FOOTPRINT

Following on from the above considerations of CCAD’s physical presence, the Panel also wishes to return to another point made by the previous Programmatic Review Group, by **RECOMMENDING** that CCAD would benefit from defining and signalling its physical and virtual ‘footprint’ in a stronger and more distinct fashion.

This would encompass anything from distinct, suitably branded physical signage for the CCAD campus sites (aligned as appropriate with the overall Institute brand) to a strong internet and social media presence of the College via the CCAD website(s) and appropriate social media. If resources allowed the appointment of a dedicated development manager for these, the Panel would

consider this to be of great benefit to the College and its mission within the Institute and the creative economy.

#### 4.6 STAFFING

The Panel wishes to note the concerns about staffing levels expressed throughout the event. Both staff and students provided many examples of the detrimental effects which the notable pressures on College staff and the increasing demands on their time are having on various CCAD areas and services. Of particular concern to the staff representatives were the recent retirements of a number of key academic staff and the attendant loss of a significant amount of expertise.

The Panel acknowledges that the present operating environment has been particularly difficult for both the College and the wider Institute, with the HEA Employment Control Framework and continuing decreases in public funding for art education imposing strict limits on the ability of CIT and CCAD to address staffing issues in the short term. The Panel notes again the very positive acquisition, in the period following the last Programmatic Review, of three additional technical staff to resolve the serious building maintenance issues in Sharman Crawford St. in particular.

The Panel **RECOMMENDS** however that CCAD and the Institute should remain alert to other quality issues arising from lean staffing levels and expertise gaps, and should address these creatively and vigorously as soon as possible, to avert detrimental long-term effects on the College's reputation for high-quality provision.

#### 4.7 BENCHMARKING

While the CCAD Submission discussed a possible benchmarking methodology, no specific external benchmarks were identified by CCAD, in the sense of comparator institutions utilised by the College to gauge its performance and thus to help steer its future strategic development. On the evidence seen by the Panel, it appears likely that a number of relevant metrics have actually been met by CCAD, but these have not been framed against specific benchmarks. Without effective benchmarking, it is more difficult for CCAD to identify its stage of development relative to that of similar institutions, or indeed to clearly understand and define its unique strengths.

The Panel therefore **RECOMMENDS** that the College should identify 4 – 6 specialist arts colleges and faculties (nationally and internationally) for the purposes of benchmarking, either in overall institutional terms or in terms of specific indicators. Dialogues should be initiated between CCAD and these peer institutions and faculties with a view to exchanging information about key performance data in agreed areas, together with examples of good practice in, for example, pedagogy, research, and the use of space in higher education in the creative disciplines. Once entered into, these relationships should become part of the ongoing strategic development activities of CCAD. Insights gained should also be fed back into future quality reviews.

While the Panel does not expect to see any concrete outcomes from this process in the short term, it will expect **CCAD to provide evidence of progress** towards identifying and making contact with relevant peer institutions and faculties **during Phase 2 of the current Programmatic Review**.

## PHASE 2 ISSUES

The following issues arising during Phase 1 of the 2015 Programmatic Review of the Crawford College of Art & Design will require follow-up during Phase 2 of the review. Two of these have already been raised elsewhere in this report, but are re-stated below for ease of reference:

### 5.1. DISCUSSION OF THE INSTITUTE'S STRATEGIC COMMITMENT TO CCAD

A **follow-up discussion** should take place **on the high-level strategic commitment of Cork Institute of Technology to the ongoing development of Crawford College of Art & Design**, both at present and as a key component of the proposed Munster Technological University. In the Panel's view, CCAD has the potential to make a significant and sustainable contribution to the ongoing success of the Institute and the future University, and to the growth of the cultural and creative economy of the region and nationally (see 3.3.2 and 4.1 above). It would benefit the discussion if relevant CIT senior managers were available to participate.

### 5.2 UPDATE ON PROGRESS REGARDING BENCHMARKING

**CCAD is REQUESTED to update the Phase 2 Panel** (for instance, in the form of a short presentation followed by a discussion) **on progress made towards identifying and making contact with relevant peer institutions and faculties** deemed to be appropriate for purposes of benchmarking (see 3.3.10 and 4.7 above).

### 5.3 RECRUITMENT

Recruitment issues were discussed during the Phase 1 meetings included changes in applicant profiles and application rates in the period since the last Programmatic Review. However, no specific findings or recommendations on recruitment were made by the Phase 1 Panel, as no common critical issues were identified in relation to the overall College portfolio.

The Panel did note however that the recruitment challenges experienced by individual CCAD departments and programmes varied considerably. In Fine Art, for instance, diminishing application rates and changing entrant profiles appear to have become more of a concern since the last Programmatic Review, despite rising student numbers in the College overall.

For this reason, **recruitment** should receive **due attention in the Phase 2 programme meetings**.

### 5.4 ASSESSMENT FEEDBACK

A number of learners reported issues with obtaining sufficiently detailed formative feedback. However, the Panel notes that experiences appeared to vary between programmes and assessment types.

**Formative and summative assessment feedback, and mechanisms to strengthen these**, should therefore be **discussed further in the Phase 2 meetings**.

## APPENDIX 1: SEQUENCE OF PHASE 1 MEETINGS

Day 1 – Thursday, June 4<sup>th</sup>, 2015

*BUSINESS & HUMANITIES BOARD ROOM, CIT BISHOPSTOWN CAMPUS*

- 11.00 AM – 12.00 PM Panel Convenes – Identification of Areas for Discussion
- 12.00 PM – 1.30 PM **SESSION 1 – Short Presentation: Institute Context** (10 min.)  
*Ms Orla Flynn, VP for External Affairs / Head of CIT CCAD (Acting)*
- College structure. Overview of actions and developments in past 5 years.**  
*Head of CIT CCAD, Heads of Department*
- 1.30 PM – 2.30 PM *Panel Lunch*
- 2.30 PM – 3.30 PM **SESSION 2 – Academic Portfolio. Plans for next 5 years**  
*Head of CIT CCAD, Heads of Department*
- 3.45 PM – 4.45 PM **SESSION 3 – Engagement with Practitioners/Industry/the Community**  
*Head of CIT CCAD, Heads of Department, Academic Staff*
- 5.00 PM – 5.45 PM Private Panel Meeting – Summary of Impressions from Day 1

Day 2 – Friday, June 5<sup>th</sup>, 2015

*CIT CCAD LIBRARY, SHARMAN CRAWFORD STREET*

- 8:30 AM – 9:00 AM Private Panel Meeting – Focal Areas for Further Discussion / *tea & coffee*
- 9:00 AM – 10:00 AM **SESSION 4 – Research**  
*Head of CIT CCAD, CIT Head of Research, Heads of Department, Research Staff*
- 10:15 AM – 11:15 AM **SESSION 5 – Meeting with Staff**  
*Academic, Technical and Support Staff*
- 11:15 AM – 11:45 AM *Tea & Coffee Break*
- 11:45 AM – 12.30 PM **SESSION 6 – Meeting with Students** (*incl. Postgraduates*)
- Brief student-led tour of Sharman Crawford St**
- 12.30 PM – 2:30 PM Private Panel Lunch – Draft Conclusions
- 2:30 PM Feedback on Preliminary Findings from Phase 1

*NB:* An additional meeting with External Stakeholder Representatives originally planned for Day 1 will take place during Phase 2 of the Programmatic Review.



## APPENDIX 2: CIT CCAD PARTICIPANTS

### ACADEMIC MANAGEMENT

Ms Orla Flynn, VP for External Affairs, CIT / Head of College, CCAD (Acting) (*Sessions 1 – 4*)

Dr Niall Smith, Head of Research, CIT (*Session 4*)

Ms Trish Brennan, Head of Department of Fine Art & Applied Art, CCAD (*Sessions 1 – 4*)

Mr Ed Kuczaj, Head of Dep't of Art Therapy & Continuing Visual Education, CCAD (*Sessions 1 – 4*)

Mr Frank O'Donovan, Head of Department of Media Communications (Acting) (*Sessions 1 – 4*)

Mr Albert Walsh, Head of Department of Art & Design Education, CCAD (*Sessions 1 – 4*)

#### *In Attendance:*

Ms Catherine Fehily, Head (Designate) of College, CCAD (*Sessions 2 – 4*)

### ACADEMIC, ADMINISTRATIVE AND SUPPORT STAFF

Ms Andrea Barron, Technical Officer, Department of Fine Art & Applied Art, CCAD (*Session 5*)

Ms Susannah Broderick, Lecturer, Dep't of Art Therapy & Cont. Visual Ed., CCAD (*Sessions 4 & 5*)

Ms Jessica Carson, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 3*)

Mr Emmett Coffey, Lecturer, Department of Media Communications, CCAD (*Session 3*)

Ms Roisín Collins, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 3 & 5*)

Ms Mary M Cronin, Staff Officer, CCAD (*Session 4; also Recording Support for all Day 1 Sessions*)

Ms Lucy Dawe-Lane, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 3*)

Dr Debbie Dawson, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 4 & 5*)

Ms Janet Doolan, Lecturer, Department of Art & Design Education, CCAD (*Session 5*)

Mr Brian Doyle, Lecturer, Department of Media Communications, CCAD (*Session 3*)

Mr Mark Ewart, Lecturer, Department of Art & Design Education, CCAD (*Sessions 3 & 5*)

Ms Helen Farrell, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 4*)

Ms Louise Foot, Lecturer, Dep't of Art Therapy & Continuing Visual Education, CCAD (*Session 4*)

Ms Sarah Foster, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 4 & 5*)

Mr Kevin Gill, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 3 & 5*)

Mr Paul Green, Senior Lecturer, Department of Media Communications, CCAD (*Session 4*)

Dr Pamela Hardesty, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 3 & 5*)

Mr James Hayes, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 3*)

Ms Margaret Kenneally, Senior Library Assistant, CCAD (*Session 5*)

Mr Simon Knowles, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 5*)

Ms Carol Lynch, Senior Technical Officer, CCAD (*Session 2*)

Ms Roseanne Lynch, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 5*)  
Mr Leo McCann, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 5*)  
Ms Ailbhe Ní Bhríain, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 4*)  
Ms Ros O'Brien, Assistant Staff Officer, CCAD / Learner Representative, Department of Media Communications, CCAD (*Session 6; also Recording Support for all Day 2 Sessions*)  
Ms Bill O'Flynn, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 4 & 5*)  
Ms Catherine Philips, Lecturer, Dep't of Art Therapy & Continuing Visual Ed., CCAD (*Session 5*)  
Dr Christine Pybus, Lecturer, Department of Fine Art & Applied Art, CCAD (*Sessions 4 & 5*)  
Mr Pdraig Trehly, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 3*)  
Ms Sue Wainwright, Lecturer, Department of Fine Art & Applied Art, CCAD (*Session 5*)  
Dr Ann Wilson, Lecturer, Department of Media Communications, CCAD (*Sessions 4 & 5*)  
Ms Grainne Young, Lecturer, Dep't of Art Therapy & Continuing Visual Ed., CCAD (*Session 4*)

#### LEARNERS

Mr Jocenui Ada, BA (Hons) in Contemporary Applied Art (Ceramics, Glass, Textiles) / Artist in Residence (*Session 6*)  
Mr Óisín Banville, BA (Hons) in Fine Art (*Session 6*)  
Mr Shane Falvey, Vice President Education / President Elect, CIT Students' Union  
Ms Kiera Lenihan, BA (Hons) in Fine Art (*Session 6*)  
Ms Melissa McGillicuddy, MA in Art Therapy (*Session 6*)  
Ms Lisa Moran, Graduate of BA (Hons) in Visual Communications / MA in Public Relations with New Media / Administrative Assistant, CIT Alumni Office (*Session 6*)  
Ms Ros O'Brien, MA in Journalism with New Media / Assistant Staff Officer, CCAD (*Session 6; also Recording Support for all Day 2 Sessions*)  
Mr Pim Wijaalen, BA (Hons) in Contemporary Applied Art (Ceramics, Glass, Textiles) / Artist in Residence (*Session 6*)