

PROGRAMMATIC REVIEW OF THE CRAWFORD COLLEGE OF ART AND DESIGN 2016

Phase 2: Programme Review

PROGRAMME PANEL REPORT

SCHOOL: Crawford College of Art and Design

DEPARTMENT: Department of Art Education

DATE: 27th - 28th April 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Master of Arts in Art and Design Education

Master of Arts in Teaching Visual Arts for Primary and Early Years Education

Proposed Embedded Awards:

Postgraduate Diploma in Arts in Art and Design Education *see 1.2 below*

Postgraduate Diploma in Arts in Teaching Visual Arts for Primary and Early Years Education *see 2.2 below*

PROGRAMME REVIEW PANEL MEMBERSHIP

Ms Maria Finucane (*Arts in Health / Art Education Panel*) (*Chairperson*)

Programme Director MA in Art & Design Education, Limerick School of Art & Design, LIT

Ms Justine Foster (*Arts in Health / Art Education Panel*)

Education and Community Coordinator, West Cork Arts Centre, Skibbereen

Ms Aiveen Kearney (*Arts in Health / Art Education Panel*)

Head of School, CIT Cork School of Music (for CIT Registrar's Office)

Ms Alma McQuade (*Arts in Health / Art Education Panel*)

Chair of Irish Association of Creative Art Therapists, Dublin

PROGRAMME REPRESENTATION

Programme Staff

Core Staff

Albert Walsh (Head of Department), Department of Art and Design Education

Susanna Broderick, Department of Art and Design Education

Mark Ewart, Department of Art and Design Education

Janet Reid, Department of Art and Design Education

Additional Staff

Evelyn Egan Rainy Sport, Department of Sport, Leisure & Childhood Studies

Maria Murray, Department of Media Communications

Gwen Lettis, Department of Media Communications

Brian Doyle, Department of Media Communications

Ed Kuczaj, Head of Department of Arts in Health & Community Practice

Louise Foott, Department of Arts in Health & Community Practice

Learner Representatives

Ms Louisa Schewe, MA Art and Design Education (Stage 2), Programme Board Representative

A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

1. MASTER OF ARTS IN ART AND DESIGN EDUCATION

1.1. Programme Summary

Key Features – the programme provides the opportunity for qualified teachers of Art and Design to advance their existing Art and Design Education qualifications to Masters level. The key areas of study include educational policy and the arts, curriculum development and assessment for art education, visual arts practice, art therapy in education, aesthetics and art criticism, inclusive and special needs education, ICT for teaching and learning. The research component of the programme aims to equip art educators with knowledge, skills and practice in educational research and practice-based research.

Graduate profile – art educators working within a wide range of educational sectors including second level, further education, community or higher education.

The *Master of Arts in Art and Design Education* is a 90 ECTS credit, NFQ Level 9 award (two year part-time). The programme is designed so that it can be delivered full-time in one year where necessary.

1.2. Major Changes Now Proposed

Embed a 60 ECTS credit Postgraduate Diploma (PGDip) award.

(Minor change - Change of module title - EDUC9006 *ICT in Education (MA)* changes to *New Technologies in Art Education.*)

2. MASTER OF ARTS IN TEACHING VISUAL ARTS IN PRIMARY AND EARLY YEARS EDUCATION

2.1. Programme Summary

Key Features – the programme provides opportunities Primary level or Early Years educators with interests in educating through the Visual Arts to advance their qualifications to master's level through a programme of study that provides specialist focus. The key areas of study include visual arts education in primary and early years education, child development, planning and managing visual arts learning activities, visual arts practice, art therapy in education, inclusive and special needs education, ICT for teaching and learning. The research component of the programme aims to equip art educators with knowledge, skills and practice in educational research.

Graduate Profile – qualified teachers at primary level or are employed in early years education and care. Some graduates may be working with young children within the community education sector.

The *Master of Arts in Teaching Visual Arts in Primary and Early Years Education* is a 90 ECTS credit, NFQ Level 9 award (two year part-time). The programme is designed so that it can be delivered full-time in one year where necessary.

2.2. Major Changes Now Proposed

Embed a 60 ECTS credit Postgraduate Diploma (PGDip) award.

(Minor change - Change of module title - EDUC9006 *ICT in Education (MA)* changes to *New Technologies in Art Education*.)

B. PANEL FINDINGS AND RECOMMENDATIONS

1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Contingent upon confirmation of the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from 1 September 2017.

Contingent upon confirmation of the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed embedded programmes be validated** for five years or until the next Programmatic Review, whichever is sooner, with effect from 1 September 2017.

No Panel conditions are attached to this recommendation.

2. GENERAL

2.1 Commendation The Panel acknowledges the workload involved in preparing for programmatic review, and wish to **commend** the programme team for embracing the opportunity to examine the quality of academic content and modes of delivery across both programmes in a holistic manner that aims to keep the changing academic and professional needs of potential students at the heart of all programme developments. It should also be noted that the Department is responsible for the co-delivery (UCC is the partner institution) of the Professional Master of Education in Art and Design which has an annual intake of students, therefore the academic workload of the Department in this regard is significant in addition to the responsibilities attaching to the co-ordination of the programmes under review.

2.2 Recommendation The programmes as presented are relevant and necessary. The Panel **recommends** that both MA programmes be retained and fully supported by CCAD regardless of falling numbers at present. It is acknowledged that the demand for master's level study has declined nationally in recent years (reflected in recruitment numbers in documentation provided by the department), however the programmes as presented align with policy aims for CPD provision for teachers as outlined in the Policy for the Continuum of Teacher Education, published by the Teaching Council of Ireland. The Teaching Council's proposals for the development of a national framework for CPD includes an intention to engage with teacher education providers in relation to the development of programmes of professional development aimed at up-skilling practising teachers in their subject content knowledge. Both MA programmes can be part of an evolutionary process in policy developments, which can only strengthen the rationale for supporting both programmes into the future. To this end a more robust marketing strategy needs to be adopted by CCAD to promote the programmes and to support the ongoing work of the department. The discussions with stakeholders during the review process indicate that there is potential to work with stakeholders and graduates to create a series of testimonials and/or graduate profiles that could provide a grounded and real sense of what the programmes can offer potential students.

3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

3.1 **Commendation** As outlined above the programmes are well positioned in terms of alignment with policy development nationally in the areas of CPD and the continuum of teacher education. The Panel fully supports the proposal to embed 60 ECTS credit postgraduate diplomas in both *MA in Art and Design Education* and the *MA in Teaching Visual Arts for Primary and Early Years Education* programmes. The department team are also working on the development of Special Purpose Awards (SPAs); both developments will offer in-career teachers and educators opportunities to map their own CPD requirements. The embedded awards coupled with the potential offering of SPAs will also offer a pathway to achieving level 9 awards over a longer period of time.

3.2 **Recommendation** The Panel **recommends** that the department consider developing and marketing particular streams of SPAs (for example Educational Management, Arts Facilitation, Art Practice) to widen the scope for recruitment. The Panel recommends that the department build on current inter-departmental collaboration with The Department of Arts in Health & Community Practice to inform programme design and to devise new strategies for programme delivery, for example online and blended learning.

4. PROGRAMME OPERATION AND PERFORMANCE

4.1 **Commendation** The Panel **commends** the mechanisms in place for assuring student welfare and programme quality and standards. During discussions with student representatives the Panel were assured that students have an active role to play in programme board meetings where students' concerns are addressed. The students also noted that there are very good relations between staff and students.

4.2 **Recommendation** As outlined above the developments regarding embedded and SPA awards is commended, as it creates greater flexibility for students and should impact on recruitment into the future. The potential growth of student numbers who may be accessing various programme streams will require extra co-ordination; the Panel **recommends** that CCAD ensure that extra administrative staff is put in place to support the department. Recruitment should also be monitored carefully to ensure that numbers of students do not exceed the capacity of the new building. The Panel also recommends that the department actively undertake benchmarking exercises with relevant institutions.

5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

5.1 **Commendation** The programmes, as presented, align to NFQ learning outcomes for level 9 studies and fit with the CIT modular framework. The Panel notes that the department is mindful of the theory/practice content of the programmes and **commends** developments to support art practice and new technologies in art education through mandatory modules and the possible offering of an SPA in these areas for teachers.

5.2 **Recommendation** Efforts to develop and support new technologies in art education and art practice will require additional resources; the Panel **recommends** that capital investment in technology provision is put in place to support the department in its delivery of the programmes.

6. MODULES

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.

Therefore, a recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

6.1 The Panel notes the intention to develop more practice-based modules for primary school teachers and recommends that these modules be developed, though it is cognisant of the fact that the development of such modules will require additional staffing. The Panel also notes the intention to set up an Advisory Panel along similar lines to the panel which has been established to advise on the Professional Masters in Education programme shared with UCC.

7. OTHER FINDINGS AND RECOMMENDATIONS

7.1 **Commendation** The Panel **commends** the department; the programme team are highly invested in the evolution and development of the programmes offered. The Panel also **commends** the initiative to establish a working group to contribute to ongoing programme development.

7.2 **Recommendation** The Panel **recommends** inter-departmental collaboration with the Department of Arts in Health & Community Practice to clearly map vocational learning opportunities to increase student numbers and provide career pathways for art graduates.

8. DEROGATIONS SOUGHT

No derogations are sought for these programmes.

C. PROGRAMME FINALISATION

1. IMPLEMENTATION OF PANEL REQUIREMENTS

2. GENERAL		
	Recommendation	Response
2.2	The Panel recommends that both MA programmes be retained and fully supported by CCAD regardless of falling numbers at present.	The recommendation has been welcomed by the Departmental team.
3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT		
	Commendation	Response
3.2	The Panel recommends that the department consider developing and marketing particular streams of SPAs (for example Educational Management, Arts Facilitation, Art Practice) to widen the scope for recruitment.	This has begun in CCAD and future collaboration is intended and is being explored. Action: ongoing
4. PROGRAMME OPERATION AND PERFORMANCE		
	Recommendation	Response
4.2	The Panel recommends that CCAD ensure that extra administrative staff is put in place to support the department. Recruitment should also be monitored carefully to ensure that numbers of students do not exceed the capacity of the new building. The Panel also recommends that the department actively undertake benchmarking exercises with relevant institutions.	This recommendation has been welcomed by the Departmental team. This will be reviewed across all the courses once the move takes place/ the department is clearly informed of the spaces available. Action: ongoing
5 PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)		
5.2	The Panel recommends that capital investment in technology provision is put in place to support the department in its delivery of the programmes.	This will be reviewed and the team will apply for funding where feasible to ensure the technology provision is relevant and up-to-date
6 MODULES		
6.1	In general, the Panel noted the emphasis on written reports and submissions, and recommends that the programme team look at other methods of assessment to take account of the practical skills involved in the placements.	Department to review this on an ongoing basis across all the courses Action: ongoing
7 OTHER FINDINGS AND RECOMMENDATIONS		
7.2	The Panel recommends inter-departmental collaboration with the Department of Arts in Health & Community Practice to clearly map vocational learning opportunities to increase student numbers and provide career pathways for art graduates.	This has begun in CCAD and future collaboration is intended and is being explored. Action: ongoing

2. MODULE AND PROGRAMME MODERATION

Module and programme descriptors have been amended in line with feedback from the panel and module moderator. The module and programme descriptors are proposed for adoption by Academic Council.

D. APPENDIX – SEQUENCE OF PHASE 2 MEETINGS

Timetable for the

Programmatic Review of the CIT Crawford College of Art & Design 2015 - Phase 2

(April 27 - 28, 2016)

Department of Art & Design Education / Department of Arts in Health & Community Practice

DAY 1 (Crawford Campus)

Time	Event	Venue
11:15 - 12:00	Private Panel Meeting (Complete Phase 2 Panel)	Wandesford Quay Gallery (5 Wandesford Quay, Cork)
12:00 - 12:30	Phase 1 Issues (Strategic Embedding in CIT / Benchmarking)	
12:30 - 13:15	Departmental self-presentations - ALL CCAD Departments (Programmes, key stats, main developm. last 5 years, mini-SWOT)	
13:15 - 14:15	<i>Private Panel Lunch</i>	
14:15 - 15:45	Operation / Performance - Art Programmes (incl. changes since last PR)	
15:45 - 17:00	<i>Tea & Coffee Break, followed by Short Walk-through of facilities (Sharman Crawford St. / Sullivan's Quay Bldg. ...)</i>	

17:00-18:00	External Stakeholders (employers, professional organisations / 'industry', graduates) - Art Programmes	
18:00 - 18:30	Private Panel Meeting Art Programmes	
20:00	<i>Panel Dinner (Complete Panel, Head of FBH, CCAD Senior Staff)</i>	<i>The Weir Room, River Lee Hotel (Western Road, Cork)</i>

DAY 2 (Bishopstown Campus)

Time	Event	Venue
8:30 - 9:00	Private Meeting Art Education & Arts in Health Panel	
9:00 - 10:45	Proposed Programme Changes - Art Education & Arts in Health Prog.	
10:45 - 11:15	<i>Tea & Coffee Break</i>	<i>Presidents' Conference Room</i> (Administration Building, 2nd Floor)
11:15 - 11:45	Current Students - Art Education & Arts in Health Programmes	
11:45 - 13:15	General Module Review - Art Education & Arts in Health Prog.	
13:15 - 14:30	<i>Working Lunch/ Close-Out Art Education & Arts in Health Panel</i>	
14:30 - 15:00	General Panel Close-Out (Complete Phase 2 Panel)	<i>Bus & Hum Boardroom</i> (Main Bldg, Ground Floor, D-Block, D137)
15:00	Brief Feedback to CCAD Senior Staff (Complete Phase 2 Panel)	