

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 Arts in Health & Community Practice
DATE: 27th – 28th April 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Master of Arts in Art Therapy

Non-Major Awards

Certificate in Principles and Theory of Art Therapy, NFQ L8 Special Purpose Award, 10 ECTS Credits

Certificate in Creativity & Change, NFQ L8 Special Purpose Award, 10 ECTS Credits

(Title change from: Certificate in Arts Participation and Development: Creative Approaches to Global Education and Action)

Certificate in Arts in Group Facilitation, NFQ L8 Special Purpose Award, 10 ECTS Credits

(Title change from: Certificate in Group Arts Facilitation)

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*)

Programme Manager: Education & Community, 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

Ed Kuczaj, Head of Department of Arts in Health and Community Practice
Julie Aldridge, Department of Arts in Health and Community Practice
Jessica Carson, Department of Arts in Health and Community Practice
Louise Foott, Department of Arts in Health and Community Practice
Nora Furlong, Department of Arts in Health and Community Practice
Catherine Phillips, Department of Arts in Health and Community Practice
Grainne Young, Department of Arts in Health and Community Practice

Additional Staff – CIT Crawford College Evening Course Programme

Dr Helen Farrell, Department of Arts in Health and Community Practice
Eileen Healy, Department of Arts in Health and Community Practice
Helle Helsner, Department of Arts in Health and Community Practice
Roseanne Lynch, Department of Arts in Health and Community Practice
Caroline Smith, Department of Arts in Health and Community Practice
Padraig Spillane, Department of Arts in Health and Community Practice

Learner Representatives

Mr Conor Barry, MA Art Therapy (1st Year student, full-time stream)
Ms Marion Gilroy, MA Art Therapy (2nd Year student, part-time stream) and Arts in Group Facilitation

External Stakeholders

Ms Antonia Brown (PG Dip Therapy, 2002), PhD Candidate, Education Dept., University of Limerick
Ms Sinead Harte (MA Art Therapy, 2015), PhD Candidate, Psychology Dept., University of Cork
Ms Grainne Ni Chuirreain, (MA Art Therapy 2014), Cork
Mr Eoin Nash, Music Therapist, Counsellor, COPE Foundation, Cork / Collaborator in Inclusive Arts programme

A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

1. MASTER OF ARTS IN ART THERAPY

1.1. Programme Summary

Key Features – The programme aims to equip Art Therapy practitioners with a range of therapeutic skills and interventions to work with both individual and group clients in a range of health and community settings and follows three strands of learning: Theoretical studies, Experimental Art Therapy Training and Clinical and Professional Studies. On completion graduates are eligible to register with the professional body for creative therapies in Ireland, IACAT (Irish Association of Creative Arts Therapies).

Graduate profile – Art therapists work in a wide variety of HSE, education and social care settings, including adult and child psychiatry, education, palliative care, addiction services and community day centres. Many also work in private practice.

The *Master of Arts in Art Therapy* is a 90 credit, NFQ Level 9 award (two year full time, three year ACCS part-time).

1.2. Major Changes Now Proposed

While no major changes are proposed to the programme specification as presented, the Department indicated its intentions to revalidate the course as an 120 ECTS credit award.

2. CERTIFICATE IN CREATIVITY AND CHANGE (*REVISED TITLE*), CERTIFICATE IN ARTS IN GROUP FACILITATION (*REVISED TITLE*) AND CERTIFICATE IN PRINCIPLES AND THEORY OF ART THERAPY – L8 SPAs, 10 ECTS CREDITS

2.1. Programme Summary

Key Features – The *Certificate in Creativity & Change* and the *Certificate in Arts in Group Facilitation* provide skills and training for artists, youth workers, community workers, educators and volunteers who are engaging with learners and communities. The *Certificate in Principles of Art Therapy* provides an introduction to the basic principles of Art Therapy.

In addition to these three SPAs, the Department also offers several evening and summer courses leading to Single Module Certificates, with the intention of converting some of these into Special Purpose Awards in future.

2.2. Major Changes Now Proposed

It is proposed to **retitle** the existing *Certificate in Arts Participation and Development: Creative Approaches to Global Education and Action* to: ***Certificate in Creativity and Change***, and to retitle the *Certificate in Group Arts Facilitation* to: ***Certificate in Arts in Group Facilitation***.

No other major changes are proposed to the programme specifications, but the Department signalled its intentions to change the credit allocation for each of these special purpose awards to 20 ECTS credits in the near future to reflect student workload and learning hours.

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.

No Panel conditions are attached to this recommendation.

While the Panel is supportive of the plans of the Department of Arts in Health & Community Practice to raise the programme credit loads outlined below, it notes that **all programmes are proposed to Council for revalidation with the existing credit loads** (90 ECTS credits for the Masters, 10 ECTS credits each for the Special Purpose Awards) in the first instance, as the intended changes exceed the scope of Programmatic Review and need to be treated as new validations. Some of the Panel's recommendations below anticipate a future renewal of validation with increased credit loads however.

2. GENERAL

2.1 Commendation The Panel **commends** the quality of engagement by the department team in this review process, robust and productive discussions with the Panel have informed the recommendations as outlined in this report. The Panel acknowledges the workload involved in preparing for programmatic review and wishes to commend the programme team for embracing the opportunity to examine the quality of academic content and modes of delivery of the programmes under review. The provision of a diagrammatic overview of the facets of the work undertaken within the department greatly enhanced the Panel's appreciation of the integrated nature of department activities regarding academic development, research and international linkage.

2.2 Recommendation Given the scope of community based destinations for graduates of each of the programmes under review, the Panel **recommends** that the department liaise productively with stakeholders. The meeting with stakeholders during this review process revealed that they are invested in the status and quality of the programmes and of the significant contribution that CCAD makes and can make to the cultural and educational status of the city and region. The stakeholders are a rich resource in terms of consultation for future contribution to programme development – they have much to offer. There is potential to work with stakeholders and graduates to create a series of testimonials and/or graduate profiles that could provide a grounded sense of what the programmes can offer potential students. An initiative of this nature may generate further contacts with possible host placements; perhaps linking with arts therapists from other professions (dance movement, drama therapy and music therapy) could ensure that students have placement supervisors from other arts therapies where possible.

3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

3.1 **Commendation** While the Panel are recommending revalidation of the *MA in Art Therapy* with the existing 90 ECTS credits, the Panel **commends** the proposal to seek validation for the *MA in Art Therapy* as an 120 ECTS credit award. The 120-credit model would align the programme with the award level of equivalent programmes in other jurisdictions, and with MA programmes in the other arts therapies in Ireland. The Panel understands and supports that a benchmarking process is underway with Goldsmith's University of London to inform alignment of academic standards and professional standing of graduates.

3.2 The Panel also supports the proposal to award each Special Purpose Award 20 ECTS credits in recognition of workload and hours.

Recommendation The department team are considering embedding a placement module in the 20 ECTS Credit awards. While the Panel supports this development, the Panel **recommends** that should the department embed a placement module into the special purpose awards, that requisite staff time be designated to supervise placements to ensure professional standards are maintained. The Panel also recognises that significant administrative support is required to coordinate placements with host partners, and **recommends** that CCAD ensure that extra administrative staff are put in place to support the department.

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 matters are addressed. The students also noted that there are very good relations between staff and students.

4.2 **Recommendation** The Panel **recommends** putting a feedback mechanism in place to capture the ongoing experiences of students particularly during the 1st year of study to ensure that students are fully aware when feedback is being given. Students who may feel the strain of the emotional work involved in the initial phases of the programme might need additional support from staff and existing supports available to students be clearly signposted at the outset of the 1st year.

4.3 **Recommendation** While placements in the *MA in Art Therapy* are not graded by placement supervisors, the Panel **recommends** that placement supervisors should be from the arts therapies where possible to provide the specialised support required by students during placement.

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

5.1 **Recommendation** The Panel **recommends** that the programme team incorporate a wider variety of modes of assessment across the entire programme with a particular emphasis on crediting experiential learning. For example, students already prepare theory presentations,

and role-plays; and skills assessment in these areas would ensure balance between theory and practice and link more closely to the requirements of the workplace. The benchmarking process could be useful to ascertain how other institutions assess skills other than written and theoretical. The Panel also recommends that assessment deadlines be co-ordinated to avoid pressure points at the end of the semester.

5.2 Recommendation The Panel *recommends* that the department review the recommended reading across all modules to ensure that students are interrogating the most up-to-date literature on research and practice in the field.

5.3 Recommendation The Panel *recommends* that placement opportunities be monitored carefully to ensure adequate clinical supervision on placement. It was also felt that the placement supervisors should receive training in how to assess the students.

5.4 Recommendation At present it is not a requirement for students to have counselling skills prior to application to the programme, perhaps a short foundation in counselling skills could be recommended as desirable prior to application. The Panel *recommends* engagement in collaborative practice with the psychotherapy department in CIT to develop a counselling skills component for the programme. It may be also be viable to co-design a special purpose award in counselling skills that could be offered as CPD to past graduates.

5.5 Recommendation In order to make graduates 'industry ready' the Panel *recommends* that students have grounding in outcome and evaluation methods, as a means of establishing an evidence base. This will help graduates argue for efficacy and cost-effectiveness of art therapy in the workplace. This would be a good grounding from which to develop the proposed PhD programme in the future. There is no guarantee that these skills could be acquired on placement, as not all art therapists or non-art therapist supervisors are equipped to impart knowledge of these methods.

5.6 Recommendation Recruitment *should be* monitored carefully to ensure that numbers of students do not exceed the capacity of the new building.

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 Recommendation 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.

7. OTHER FINDINGS AND RECOMMENDATIONS

- 7.1 **Commendation** The Panel *commends* the department and recognises the programme team are highly invested in the evolution and development of the programmes offered. As part of the benchmarking process the team are consulting with UK partners on the matter of introducing PhD level study opportunities to graduates of the MA.
- 7.2 **Recommendation** The Panel *recommends* inter-departmental collaboration with the Departments of Psychotherapy, Education and Department of Fine Art and Applied Art to clearly map vocational learning opportunities, to increase student numbers and provide career pathways for art graduates.
- 7.3 **Recommendation** The Panel *recommends* that the department build on the track record of research undertaken and ongoing research activities to underpin their current position and become leaders in the field of research into art therapy and practice in Ireland.
- 7.4 **Recommendation** The Panel recognises the research and consultation with UK University of Brighton and the outline proposals to devise and develop an Inclusive Arts Practice MA. The Panel *recommends* that further research be undertaken to ensure that there is sufficient demand, resources and that the course is relevant to learners, stakeholders and employers

8. DEROGATIONS SOUGHT

No derogations are sought for these programmes.

C. PROGRAMME FINALISATION

1. IMPLEMENTATION OF PANEL REQUIREMENTS

2. GENERAL		
	Recommendation	Response
2.2	Given the scope of community based destinations for graduates of each of the programmes under review, the Panel recommends that the department liaise productively with stakeholders.	This is an ongoing procedure with the Creativity & Change course. The department through past and present engagements has positive relationships with Crawford Gallery/ City Arts Office and the Cope Foundation It is an intention to develop a Stakeholders Liaison group that will meet to review links and support future developments. Action: Stakeholders Group in place for 17/18 year
3. ENTRANT AND GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT		
	Commendation	Response
3.1	While the Panel are recommending revalidation of the MA in Art Therapy with the existing 90 ECTS credits, the Panel commends the proposal to seek validation for the MA in Art Therapy as an 120 ECTS credit award.	The Intention to Develop and Feasibility Study have been completed and modules are under review.
4. PROGRAMME OPERATION AND PERFORMANCE		
	Recommendation	Response
4.2	The Panel recommends putting a feedback mechanism in place to capture the ongoing experiences of students particularly during the 1st year of study to ensure that students are fully aware when feedback is being given. Students who may feel the strain of the emotional work involved in the initial phases of the programme might need additional support from staff and existing supports available to students should be clearly signposted at the outset of the 1st year.	Discussions have taken place with student year reps and it is intended to make available feedback forms for all lectures and workshops students engage with. Action: Feedback sheets to be available for Sem 2 This has been reinforced in discussions with student reps and in general student group meetings. Action: ongoing
4.3	While placements in the MA in Art Therapy are not graded by placement supervisors, the Panel recommends that placement supervisors should be from the arts therapies where possible to provide the specialised support required by students during placement.	This is an ongoing area for improvement and as more placements are taken on by the course it should be easier to maintain and develop the quality of the supervisors. Action: ongoing
5 PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)		
5.1	The Panel recommends that the programme team incorporate a wider variety of modes of assessment across the entire programme with a particular emphasis on crediting experiential learning.	This will be reviewed in the light of all the modules under review and incorporated into the MA Art Therapy when this moves to 120 credits

5.2	The Panel recommends that the department review the recommended reading across all modules to ensure that students are interrogating the most up-to-date literature on research and practice in the field.	This has been reviewed and the team is assured that all recommended reading is relevant and up-to-date
5.3	The Panel recommends that placement opportunities be monitored carefully to ensure adequate clinical supervision on placement. It was also felt that the placement supervisors should receive training in how to assess the students.	The department offers training/ information to new and existing supervisors annually. Where teaching resources allow it is the intention to develop a post of placement coordinator.
5.4	At present it is not a requirement for students to have counselling skills prior to application to the programme, perhaps a short foundation in counselling skills could be recommended as desirable prior to application. The Panel recommends engagement in collaborative practice with the psychotherapy department in CIT to develop a counselling skills component for the programme. It may be also be viable to co-design a special purpose award in counselling skills that could be offered as CPD to past graduates.	To be reviewed. Greater engagement in the Professional Placement Preparation has been built in re this area. Action: to be reviewed and implemented for 17/18 admissions
5.5	In order to make graduates 'industry ready' the Panel recommends that students have grounding in outcome and evaluation methods, as a means of establishing an evidence base.	This is being asked of visiting lecturers who work clinically to explore this issue re their practice. Specific sessions to be built in. Action: ongoing
5.6	Recruitment should be monitored carefully to ensure that numbers of students do not exceed the capacity of the new building.	This will be reviewed across all the courses once the move takes place/ the department is clearly informed of the spaces available. Action: ongoing
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 Departments of Psychotherapy, Education and Department of Fine Art and Applied Art to clearly map vocational learning opportunities, to increase student numbers and provide career pathways for art graduates.	This has begun in CCAD with a proposal for an elective module re the various courses on offer in the dept. and in Art Education. Future collaboration is intended and is being explored. Action: ongoing
7.3	The Panel recommends that the department build on the track record of	Department actively involved in CCAD research group and staff continue to be research active.

	research undertaken and ongoing research activities to underpin their current position and become leaders in the field of research into art therapy and practice in Ireland.	Action: ongoing
7.4	The Panel recognises the research and consultation with UK University of Brighton and the outline proposals to devise and develop an Inclusive Arts Practice MA. The Panel recommends that further research be undertaken to ensure that there is sufficient demand, resources and that the course is relevant to learners, stakeholders and employers	Development of the MA in Participatory Arts is under way, an Intention to Develop form has been submitted and Feasibility study now being undertaken. It is hoped a validation document will be ready for Sept 17.

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 – TIMETABLE 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)	<p>Wandesford Quay Gallery (5 Wandesford Quay, Cork)</p>	
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>		<p>The Weir Room, River Lee Hotel (Western Road, Cork)</p>

DAY 2 (Bishopstown Campus)

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